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Training Program Content Validation: A Practical Application of Educative Techniques

Julia A. Howard-Johnson

TRAINING PROGRAM CONTENT VALIDATION:

A PRACTICAL APPLICATION OF EDUCATIVE TECHNIQUES

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by Julia A. Howard-Johnson

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TRAINING PROGRAM CONTENT VALIDATION:

A PRACTICAL APPLICATION OF EDUCATIVE TECHNIQUES

Date Recommended March 31, 1993

Elizabeth L. Sweenfelt
Director of Thesis

John O'Connor

John Ellis 4-19-93
College Dean Date

L. L. Alexander 4-20-93
Graduate Studies Date

To my father and the loving memory of my mother who had the confidence in me that I sometimes fail to possess.

To my husband who endured with undaunted love, understanding, and encouragement. You were my strength.

To my son who simply asked, repeatedly, " Mommy are you done now so you can play with me?" Yes Matt, I am.

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TRAINING PROGRAM CONTENT EVALUATION:

A PRACTICAL APPLICATION OF EDUCATIVE TECHNIQUES

Julia A. Howard-Johnson May 1993 121 Pages

Directed by: Elizabeth L. Shoenfelt, John O'Connor, and John Bruni

Department of Psychology Western Kentucky University

A McDonald's training program for the positions of grill and counter was evaluated in order to identify recommendations for curriculum refinement or enhancements. The methodological approaches developed by Ford and Wroten (1984) and Bownas, Bosshardt, and Donnelly (1985) were applied. Three evaluation assessment inventories were developed: The Job Task Inventory, The Training Emphasis Inventory, and The Training Effectiveness Inventory. These inventories were constructed with the assistance of 49 managers, trainers, and employees with six or more months of service. Four managers, seven trainers, and 22 recent training graduates responded to the appropriate inventory and these ratings were used in the content validity evaluation. Scale reliability was evaluated for each inventory using Cronbach's coefficient alpha and Kuder-Richardson 21. Descriptive statistics were calculated for training requirements, training emphasis, and training effectiveness measures. A plotting matrix was developed and correlation analyses were performed to assess content validity. Results of the analyses indicate: (a) that the three inventories are reliable, (b) that the overall grill training program reflects job tasks needed for successful job

performance with the exception of a single content domain, (c) that counter managers and trainers differ in their perception of the importance of job tasks and the training emphasis needed, (d) that recent grill graduates find the training curriculum effective while counter graduates do not, and (e) that managers and trainers for both positions perceive task importance differently. The results call for slight grill training enhancements for the Secondary Duties content domain. Additionally, it is indicated that the counter training program needs significant adjustments in terms of curriculum content and training emphasis.

The current investigation was designed to provide guidelines or recommendations for the refinement of the McDonald's employee orientation and training program. Training programs are systematic and intentional processes that facilitate the learning of knowledge, skills, and abilities generating improved performance or specific behavioral changes among trainees (Goldstein, 1986; Muchinsky, 1987). Program evaluation is an integral element of any effective training program. This investigation used the content validation approach to evaluate the McDonald's training program.

Training Program Evaluation Literature

Training program evaluation has been described as one of the most neglected and under-researched areas of industrial/organizational psychology (Bunker & Cohen, 1977; Goldstein, 1986; Wexley & Latham, 1981). Due to the increased popularity and implementation of training programs, changes in the status of training evaluation have occurred in recent years. The trend toward the avoidance of evaluation is abating at a time when measurement of training impact is of utmost concern for the practitioner and industrial/organizational psychologist. This heightened awareness of the importance of program evaluation is being spurred on by many factors including, but not limited to: limited human resource budgets, dwindling

supply of a qualified human resource pool, economic conditions, and organizational constraints.

Training theory maintains that training is a system or continual process (Wexley & Latham, 1981) whose implementation is for the purpose of behavioral change and/or skill acquisition resulting in improved performance (Goldstein, 1986). In order to develop a training program in accordance with traditional training theory, evaluation is an essential part of the process. Evaluation enables the determination of the effectiveness or ineffectiveness of the program. Indeed, evaluation is necessary to establish whether or not a prescribed treatment has had any impact, whether it be negative or positive.

Researchers have long discussed the evaluative criteria for assessing training programs. Perhaps the most influential individual is Kirkpatrick who in 1959 specified four levels of criteria: (a) trainee reaction, (b) trainee learning, (c) trainee behavior, and (d) organizational results (Goldstein, 1986; Kirkpatrick, 1976, 1979).

Trainee reaction is a purely subjective evaluation measuring the participants response to the training program including course content, course objectives, the trainer, and the location (Birnbauer, 1987a; Goldstein, 1986; Wexley & Latham, 1981). These measures are typically gathered through self-report questionnaires (Goldstein, 1986). Despite the limitations of using trainee reaction independent of other measures, it is widely used for

determining and implementing training program refinements (Birnbauer, 1987b).

Trainee learning is a measure of the knowledge, skills, and abilities acquired from participation in the training program (Birnbauer, 1987; Kirkpatrick, 1976). Trainee learning is not typically assessed by on the job performance, but rather by learning performance. This can be measured by paper-and-pencil tests, learning curves, and job component simulations (Goldstein, 1986).

Trainee behavior is the measure of a trainee's job performance. This measure is used to determine the degree to which trainee learning has transferred to the job situation (Wexley & Latham, 1981). Measures similar to those used to assess trainee learning can be used to evaluate trainee behavior (Goldstein, 1986).

Organizational results are measures of change in organizational functions attributable to the training program. These measures can include reductions in costs, turnover, absenteeism, and accidents and increases in morale, sales, and production (Birnbauer, 1987b; Wexley & Latham, 1981).

Kirkpatrick's four levels of criteria have remained as a cornerstone in training program evaluation because they provide an understandable, feasible, and practical approach to evaluating a training programs impact in the organizational setting. While it is important to consider all four levels of evaluation, measuring a training program's effects at the reaction, learning,

or behavioral levels can be very informative in the refinement of training. Training can have a significant impact on an organization even if it can not be measured as an organizational result (Birnbauer, 1987a). By the very nature of training, organizations communicate to employees that they are valued and important to organizational operations, thereby impacting constructs that can be difficult to measure in an organizational environment.

It is important to select the training program evaluative criteria prior to program design and implementation. Based on this information, the practitioner must select the most appropriate program evaluation design. A brief discussion of traditional training evaluation designs and alternatives follows.

The Evaluation Process

The evaluation process is the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities (Goldstein, 1986). The design employed to evaluate a training program determines the type of inferences that may be drawn from the data collected and the degree of confidence that may be placed in those inferences (Goldstein, 1986). Training program evaluation is simply the process by which pertinent information is gathered so that efficacious decisions may be made concerning the future of the program (e.g., refinement or termination).

Traditional models of evaluation, also referred to as experimental or quasi-experimental designs, rely on outcome measures as determinants of training program success and center on control groups, threats to validity, and utility. Traditional design models used most frequently are the case study, pretest-posttest (with and without a control group), multiple baseline, Solomon four-group, and time series (with and without a control group). Each of these research designs has different strengths and weaknesses in determining if a training program has caused real change attributable to the program and whether or not the change will occur again with new program participants (Goldstein, 1986). The more rigorous the design, the greater the confidence we can place in the inferences concluded.

In some organizations the experimental approach to training program evaluation is used; unfortunately, this is the exception rather than the rule. Traditional experimental designs may yield ideal information, but the use of such designs are not always feasible. Organizational limitations, primarily cost and practicality (Arvey, Maxwell, & Salas, 1992), may interfere with the execution of these designs, thereby limiting the conclusions that may be drawn. Strict adherence to experimental and quasi-experimental designs is difficult at best when applied in the organizational setting. Practitioners must turn toward other evaluative methods such as summative/formative evaluation, individual differences analyses, and content validity evaluations. The following section will address the literature surrounding content validity

as it pertains to training programs.

Content Validity Literature

As has been discussed in previous sections, organizational limitations and constraints are often not conducive to employing traditional models of evaluation which incorporate pre- and post- tests, control groups, and so on; therefore, other evaluative techniques must be considered and implemented. For the current investigation the alternative evaluation model of choice was the content validity model.

Content validity of a training program is defined by The Uniform Guidelines for Employee Selection (1978) as the degree to which the program contains a representative sample of the tasks/duties to be performed on the job. The sample should include those tasks/duties which are critical to job performance, which are difficult to perform, and for which there is little or no opportunity to learn on the job. A conceptual diagram, presented in Figure 1, illustrates the above definition.

The definition and conceptual diagram, in sum, state that the content of the training program must and should be reflective of the actual knowledge, skills, and abilities (KSAs) required for job success. It would be a costly investment to train employees in KSAs that are unimportant to the job or not to train KSAs crucial to successful job performance. When developing, implementing, and evaluating training programs, it is essential to verify (from a utility perspective at the very least) if the curriculum content

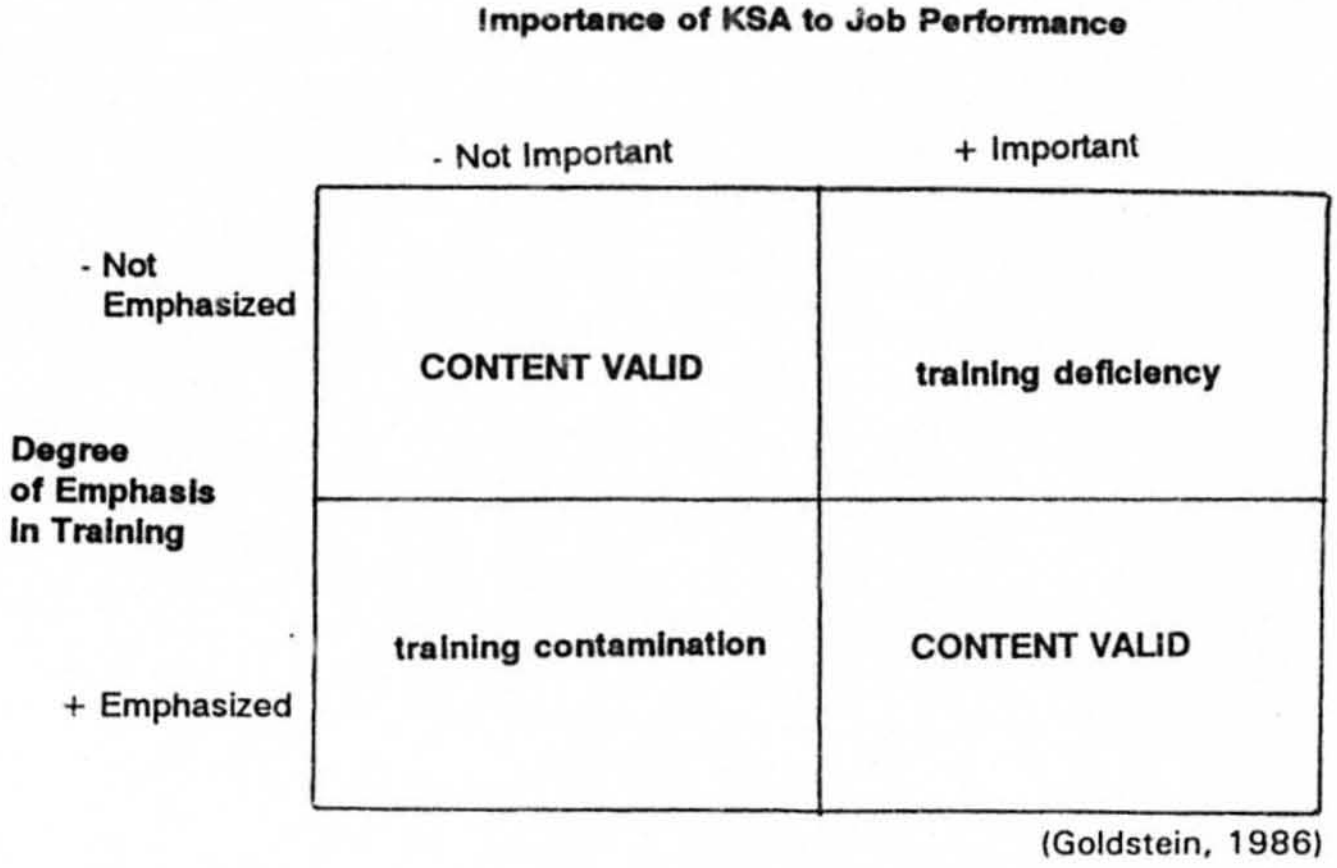


Figure 1.

Conceptual Diagram of Content Validity

teaches employees to perform correctly. These issues of concern are known as criterion relevancy and criterion deficiency.

The criteria that are chosen to determine if the training program has been successful are judged relevant to the degree that the KSAs required for successful performance in the training program are the same for successful job performance. Criterion relevance is determined by concluding that the KSAs needed for job success are identified, but do not encompass KSAs that are not relevant for job success (Goldstein, 1986). Criterion relevancy is demonstrated when KSAs that are not important are not trained and when KSAs that are important are trained. This is the aim of every training program. Criterion deficiency is the degree to which KSAs are identified in

the needs assessment that are not represented in the criteria. Criterion deficiency is exhibited when KSAs are important but not trained. Criterion contamination occurs when KSAs are not important and trained. These issues are critical to the practitioner as most organizations do not want to exert time and effort and invest money in training programs that are ineffectual and not representative of KSAs needed for job performance.

Despite the stated importance of training evaluation, few efforts have focused on content evaluation as an aspect of training evaluation (Ford & Wroten, 1984). Thus, the existing literature fails to provide an abundance of strategies for evaluating existing training programs in terms of training program content and its job relatedness. The content validity evaluation approach is utilized in situations to determine: (a) if training program content is representative of those KSAs needed for successful job performance (criterion relevancy/deficiency), and (b) if a training program designed some time ago still accurately represents required KSAs for job success. The remainder of this section contains a discussion of key content validity research studies that provided the applied evaluation procedures in the current investigation.

In 1984, Ford and Wroten presented a new methodology for program evaluation. The intent of this new methodology was to allow researchers and practitioners to link training evaluation to training needs reassessment and program redesign. This was achieved by applying procedures Lawshe

(1975) presented as content validity ratios (CVR) for each training program curriculum element and a content validity index (CVI) for a summary statistic of overall content validity of the training program. Once accomplished, a matching technique was used to link training emphasis to training needs for successful job performance. The objectives of the project were to determine the extent to which the training content domain is job related and to identify needed changes in training content to improve its job relatedness. The strategies employed successfully met the predetermined objectives.

An additional quantitative index of fit between training content and job task performance requirements was conducted by Bownas, Bosshardt, and Donnelly (1985). They based their study on the premise that if required tasks are not being trained, either because they are not included in the training curriculum or because they are not adequately learned, workers will perform inefficiently and time on the job will have to be diverted to learning how to perform job tasks. The study involved identifying training program elements and tasks performed on the job and then obtaining ratings of the emphasis given to each task in training and the relative importance of each task to the job. A correlation was computed between training emphasis and job requirement rating means to determine an overall index of fit between training and job content. These researchers attempted to identify tasks required on the job but not covered in training and tasks which were emphasized in training but were not important for the job. They identified

the degree of overlap between training content and job content and identified tasks contributing to discrepancies between training curriculum and job demands.

A complement of researchers (Faley & Sundstrom, 1985; Michener & Kesselman, 1986; Neuman, 1985) as well as Ford and Wroten (1984) and Bownas, Bosshardt, and Donnelly (1985) have argued that assessment of program content validity should be an integral part of any evaluation because it can provide the practitioner and researcher with an abundance of information for training program redesign.

Michener and Kesselman (1986) concluded that the research surrounding the content validity of training programs does not "include the means for comparing course content relevance with test content relevance" (p. 1). The thrust of the Michener and Kesselman (1986) research was to provide a methodology for the evaluation of both training program content and post-training tests for job relevance, as frequently post-training tests are used for selection and/or promotion decisions. The study provides another application of the CVR approach and an applied methodology for linking the content validity of the training program to the job relatedness of post-training measures. The current investigation focused on the research conducted by Ford and Wroten (1984) and Bownas, Bosshardt, and Donnelly (1985) in an application of the content validity ratios and quantitative index methodologies. The techniques utilized in the Michener

and Kesselman (1986) study provided valuable support information.

Evaluating The McDonald's Training Program

The following sections provide the rationale for conducting the current McDonald's training program evaluation, psychometric considerations needed in order to provide reliable training recommendations, and an overview of the training program analysis.

Rationale for the Evaluation

The purpose of this investigation was to determine the content validity of the training program at McDonald's. If required tasks are not being trained, because they are not included in the training program or because they are not adequately learned, employees will perform inefficiently (Bownas, Bosshardt & Donnelly, 1985) and in some instances will leave the organization (McGehee & Thayer, 1961). In effect, the training program will have been an ineffective and costly effort on the part of the organization and its employees.

The General Manager at McDonald's was concerned that the current training program was ineffective. In recent months, management had noticed an increase in turnover, absenteeism, poor quality product reaching customers, a drop in service standards, and, most importantly, the lack of overall job proficiency that their employees possessed. These reflect Kirkpatrick's evaluation criteria of organizational results.

The quality of the current training program had become an issue of

technical and financial concern. It was a technical concern because employees were unable to perform the job as specified by management and corporate performance standards. It was a financial concern because a great deal of time and money was being spent to orient and train employees with little and in some cases, no success. The evaluation of the McDonald's training program was critical.

McGehee and Thayer (1961) maintain that effective training programs can:

1. Reduce labor costs by decreasing the amount of time it takes to perform the operation involved in producing goods or services; also reducing the time needed to bring inexperienced employees to an acceptable level of proficiency.

2. Reduce the costs of materials and supplies by reducing losses due to excess waste and the production of defective products.

3. Reduce the costs of managing personnel activities as reflected in turnover, absenteeism, accidents, grievances, and complaints.

4. Reduce the costs of efficiently serving customers by improving the flow of goods from the company to the consumer.

These benefits are representative of the cited goals of management in the evaluation of the current training program.

Psychometric Considerations

Developing a valid set of training program redesign recommendations

is a function of the degree of confidence placed in the conclusions drawn from the evaluation data. This confidence is dependent upon the psychometric properties of the measurement techniques employed (Nunnally, 1978). Two properties that must be given consideration are validity and reliability.

Validity of a measurement instrument refers to what the instrument measures and how well it measures what it is supposed to measure. Validity can be evidenced in three ways: criterion-related evidence, construct evidence, and content evidence (APA Standards, 1985). As mentioned previously, the strategy for the current evaluation is content evidence.

Content validity refers to "whether or not a measurement procedure contains a fair sample of the universe of situations it is supposed to represent" (Cascio, 1987, p. 149). The content validity of a training program is defined as the degree to which the program contains a representative sample of the task domain to be performed on the job (The Uniform Guidelines for Employee Selection, 1978). Accordingly, if a specific job position consisted of 10 major elements, a content valid measurement for that position would contain test items representing those 10 major areas. Training program design should follow along these same guidelines. A training program for a job position should sample those tasks that are difficult to learn, are critical for successful job performance, are

frequently performed, and are not given much opportunity to be learned on the job (Goldstein, 1986).

The definition and concept of content validity is perhaps the easiest of the three validity evidence types to understand. Further, practioners find content validity the most practical approach given organizational constraints. Thus, practioners tend to focus on content validity evidence in the evaluation of training programs. Researchers will caution that sole reliance on content validity methods is not recommended; however, in many organizations given constraints and limitations this is the most appropriate and only feasible method. Content validity may be enhanced so that the relative confidence that one may place in the inferences and conclusions may also be magnified. Possible strategies for augmenting content validity include: (a) item homogeneity, (b) parallel-panels method, and (c) multiple judges (Ghiselli, Campbell, & Zedeck, 1981). Validity and reliability are two considerations given measurement instruments, accordingly, discussion focus now turns toward reliability.

Reliability of a measurement procedure refers to its degree of dependability, consistency, and stability (Cascio, 1987). The inferences that may be drawn from the psychometric property of reliability are contingent upon its freedom from unsystematic error. Error is inherent in all evaluations. Error must be minimized to retain high reliability and generalizability. High reliability is essential in a measurement procedure

because it sets the upper boundary for validity. A measurement procedure can only be as valid as it is reliable.

Reliability estimates can be generated by a number of methods. The most common methods in psychological research include test-retest, equivalent forms, split-half and coefficient alpha. The inferences drawn from each of these methods differs; therefore, the practioner needs to select the method to provide the appropriate estimate. Reliability coefficients serve two purposes: (a) to estimate the precision of a measurement procedure, and (b) to estimate the consistency of performance on the procedure by the participants (Cascio, 1987).

The reliability estimate used for this investigation was coefficient alpha. Coefficient alpha is a statistic that is calculated to assess the degree of internal consistency which indicates item homogeneity. Internal consistency is a measure of item variance, that is, the intercorrelation among test items from the same domain. The internal consistency estimate is based on the average correlation among items within a test and is computationally equivalent to the mean of all possible split-half correlations. A high reliability estimate (coefficient alpha) infers internal consistency (item homogeneity). When coefficient alpha is lower in magnitude, test items are regarded as heterogeneous. It is preferred that the internal consistency of a measurement procedure be high because it indicates that items are from the same domain. Reliability can also be extended to the individuals responding

to the measurement instrument. While not a true measure of reliability, interrater agreement does contribute valuable information.

Validity and reliability are two important considerations when conducting an evaluation. If measurement procedures are neither reliable nor valid, little confidence can be placed in the inferences and conclusions drawn.

Content Validity Evaluation Intent

The procedures used in this training program content validation investigation focused on the identification of curriculum elements in the training program and tasks performed on the job, the ratings of emphasis given to each task in training, and the importance of each task to the job. The intent was to determine the degree of overlap between training content and job content. As part of this evaluation, tasks required on the job but not covered in training, tasks which are emphasized in training but are not important to job performance, and tasks which are trained and important to job success but which can not be performed effectively by recent training graduates were identified. The process of the content validation study is outlined in the following methodology section.

Method

Participants

Twenty-seven managers, crew trainers, and employees with six or more months of service participated in the construction of the assessment

inventories used in the training program evaluation. This study was conducted at a McDonald's in southeast Wisconsin. The training content validity evaluation is based on measures obtained from four managers, seven crew trainers, and twenty-two recent training graduates. Recent training graduates are defined as those individuals who completed the training program and have been employed for three months or less.

Determination of Training Program Content

Group and individual interviews were conducted with all management personnel and crew trainers to determine the training program curriculum. Group interviews were conducted with the trainers from the two positions under evaluation--grill and counter. The objectives of these meetings were to:

1. Identify training program curriculum.
2. Gather specific information concerning training for each position.
3. Identify homogeneous clusters of trained KSAs.

The criteria used to identify training program curriculum elements comprehensively described the training program and represented homogenous sets of knowledge, skills, and abilities. As many elements as possible were generated to facilitate the task-by-curriculum element evaluation process later in the project.

Interviews were conducted following a structured interview format to ensure consistency in the questioning of personnel (Appendix A). These

sessions were conducted in an informal manner. An uninterrupted hour was allowed for each discussion group.

Individual interviews were held with management personnel. The meetings were conducted in the same format as the trainer meetings. In addition to having interview sessions with the trainers and management, all training materials including training manuals, videotapes, station observation checklists, and handouts were reviewed.

After the list of training curriculum elements had been condensed and finalized, the resulting list was again reviewed for accuracy and completeness. The training content statements were completed at this point.

Determination of Job Requirements

To ensure acceptable job performance and job knowledge, group interviews were conducted with those hourly employees from the grill and counter positions who had been working for at least six months. The group size did not exceed three individuals to facilitate discussion and participation.

The objectives of these meetings were to:

1. Identify actual job requirements.
2. Compile comprehensive task statement lists for grill and counter positions.
3. Identify homogeneous clusters of job tasks.

A structured interview format was utilized (Appendix B) in the determination

of job requirements.

Individual interviews were held with management to identify job requirements for each position. In addition to interviews, all available job descriptions were consulted. Also, employees were observed while performing job tasks in each station area for the positions of grill and counter.

After the list of job task statements had been condensed and finalized, it was reviewed for accuracy and comprehensiveness. The job task statements were completed at this point.

Construction of Assessment Inventories

Information collected during the group and individual interviews for both the identification of training content and actual job requirements was utilized to develop three assessment inventories. These are: (a) the Job Task Inventory (Appendix C), (b) the Training Emphasis Inventory (Appendix D), and (c) Training Effectiveness Inventory (Appendix E). While participants responded to the same job task statements, the response format varied. The rating process is described below.

To develop an index of emphasis that should be given to each task in training, managers completed the Job Task Inventory. Four different sets of task ratings were collected for each job task statement. Managers indicated tasks performed or not performed by job incumbents, the relative time spent, the difficulty of learning, and the importance of performing the tasks for

each position. These ratings constituted the criteria of the project.

The Training Emphasis Inventory provided a measure of emphasis given each task in the training program. Three different sets of task ratings were collected for each job task statement. Trainers indicated which tasks were trained or not trained, the extent of task proficiency developed in training, and the importance of each task. Only tasks that were first rated as trained were considered in the proficiency and importance ratings.

The Training Effectiveness Inventory provided a measure of the effectiveness of the current training program. Recent training program graduates provided two ratings. First, they indicated how well they felt they could perform each task upon completion of formal training. Second, they indicated if they received follow-up training. This inventory also provided an index of how accurately trainers and managers perceived the training effort.

Administration of Inventories

The inventories were administered to all managers (4), trainers (7), and recent graduates (22) of the training program. Trainers and recent graduates responded to those inventories developed for their respective positions. Managers responded to the Job Task Inventory. Trainers responded to the grill or counter Training Emphasis Inventory. Recent graduates responded to the grill or counter Training Effectiveness Inventory.

Managers were administered the surveys individually and asked to return them to the General Manager. Trainers and recent graduates were

administered the inventories in group settings. Separate meetings were held for trainers and recent graduates of each position.

Determination of Content Validity

The content validity of McDonald's training program was determined by applying two evaluation methodologies. First, the program evaluation methodology developed by Ford and Wroten (1984) was applied. This methodological approach allowed the training content validity evaluation to be linked to training needs reassessment and program redesign. Second, the quantitative index approach developed by Bownas, Bosshardt and Donnelly (1985) was implemented. This methodological approach determined the degree of overlap between training content and job content and identified tasks contributing to discrepancies between training curriculum and job demands.

The Content Validity Ratio (CVR) approach was used to establish the relatedness of the content of the training program. The CVR method was developed by Lawshe in 1975. The CVR is calculated by taking the number of subject matter experts (SME) who say the knowledge, skill, and ability (KSA) is important (N_I) minus the number of SMEs who say the KSA is not important (N_U) and dividing that total by the total number of SME in the rating procedure (N_T):

$$CVR = \frac{N_I - N_U}{N_T}$$

There are two assumptions with this approach. First, KSA's perceived as

important by more than 50% of the SMEs were considered as job relevant. And second, as more experts beyond 50% perceive the KSA as important the greater degree of content validity. A CVR is negative when fewer than half the SMEs say a KSA is important and positive when more than half say a KSA is important. A CVR is zero when exactly half the SMEs believe a KSA is important to job performance.

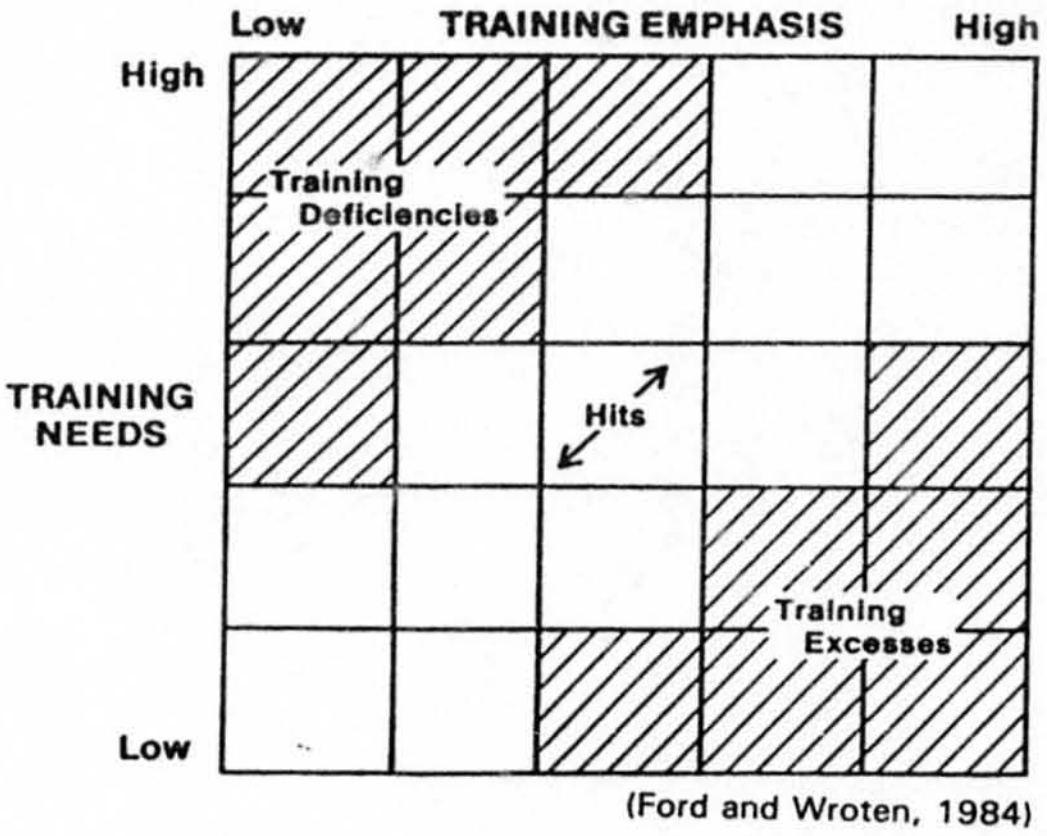
A summary statistic known as the Content Validity Index (CVI) was also calculated. The CVI is generated by taking the mean of all the CVR values. The resulting CVI value provided an overall summary of the content validity of the grill and counter training programs. CVIs were also calculated for each position's content areas. Content areas are comprised representative KSAs and were identified while reviewing existing training materials. The content areas reflect the core curriculum of the training program. For counter the content areas are: (a) Window - order taking and meal assembly at the inside counter, (b) Drive Thru - order taking and meal assembly for drive thru, (c) Fries - cooking and packaging french fries, and (d) Lobby - cleaning and maintaining dining area. For grill the content areas are: (a) Nuggets - cooking and packaging of Filet-O-Fish and Chicken McNuggets, (b) Dress - placing sandwich ingredients on buns, (c) Buns - toasting the various bun sections, (d) 10:1 - cooking and preparing hamburgers/Big Macs, (e) 4:1 - cooking and preparing quarter pounders, and (f) Secondary Duties - performing miscellaneous duties. This process

identified the training need for each content area and the training program as a whole.

A measure of training needs was calculated by computing a CVI for each category. The mean of the CVR values indicated how important that content area was to successful job performance and provided a reliable indication of training needs. A measure of training emphasis given to each category was determined by calculating the mean training emphasis ratings given by the trainers. The Matching Technique, a plotting process, was used to compare training needs and training emphasis to identify training "hits" and "misses". (See Figure 2.)

A "hit" occurs when current training emphasis given to a KSA or content area matches that KSA's or content area's degree of training need. A "miss" can occur in two ways: a deficiency or an excess. Training deficiencies exist when a current training need is high, but there is little emphasis in training. Training excesses occur when there is an overabundance of training emphasis and little training need.

In addition, validity was determined by generating two indices of validity: one at a dichotomous level and one at a continuous level. At the dichotomous level, content validity was assessed by generating the correlation between the proportion of trainers who indicated that each task was trained and the proportion of managers indicating that each task was performed on the job. At the continuous level, the correlation between task



(Ford and Wroten, 1984)

Figure 2.

training emphasis ratings and the task training requirement rating was computed across all tasks. The task training emphasis for each task was calculated by computing the mean training emphasis rating given each task. The training requirement ratings for each task was computed by calculating the maximum mean supervisory task rating for the factors of frequency, difficulty, and importance. The maximum mean supervisory rating was used because if tasks are performed frequently, are difficult to learn, or are important to successful job performance then some level of training needs to occur. Additionally, job tasks statements were analyzed to identify those

tasks that are "overtrained," "not learned," and "not trained." First, tasks were flagged as "overtrained" if those tasks were trained but not performed. Second, tasks were flagged as "not learned" if trainers indicated that those tasks were trained, but trainees indicated they were unable to perform those tasks. And third, tasks will be flagged as "not trained" if managers indicated that those tasks were performed on the job, but trainers said they were not trained and graduates indicated they could not perform them.

Results

Scale Reliability

A single index of scale reliability was calculated for the training evaluation instrument: internal consistency. Internal consistency for the continuous variable scales were calculated using Cronbach's coefficient alpha. Internal consistency for the dichotomous scales were evaluated using Kuder-Richardson 21.

The scale reliabilities presented in Table 1 reflect the uncorrected internal consistency reliability estimates. The uncorrected internal consistency reliability estimates for all scales were moderate to high ranging from .81 to .96. It should be noted that several items were eliminated from the reliability analysis for zero-variance.

It is necessary to evaluate the psychometric properties of the instruments to be used in a content validity analysis to establish a high degree of confidence in the inferences that may be drawn from the resulting

Table 1.

Scale Reliability Estimates Using Coefficient Alpha and Kuder-Richardson 21 for Three Sets of Curriculum Content Validation Ratings

Instrument	Grill N Rtrs	Grill N Itms	Grill Rel.	Counter N Rtrs	Counter N Itms	Counter Rel.
Job Task Inventory						
Whether Performed	4	145	.96[b]	4	142	.94[b]
Frequency	4	131[c]	.88[a]	4	127[h]	.93[a]
Difficulty	4	122[d]	.83[a]	4	132[i]	.87[a]
Importance	4	129[e]	.85[a]	4	116[j]	.89[a]
Training Emphasis Inventory						
Whether Trained	3	145	.98[b]	4	142	.96[b]
Training Emphasis	3	135[f]	.85[a]	4	129[k]	.81[a]
Training Effectiveness Inventory						
Preparedness	10	145	.88[a]	12	142	.82[a]
Follow-Up	10	142[g]	.95[b]	12	135[l]	.83[b]

[a] Coefficient Alpha estimate
[b] Kuder-Richardson 21 estimate
[c] Fourteen zero-variance items omitted
[d] Twenty-three zero variance items omitted
[e] Sixteen zero-variance items omitted
[f] Ten zero-variance items omitted
[g] Three zero-variance items omitted
[h] Fifteen zero-variance items omitted
[i] Ten zero-variance items omitted
[j] Twenty-six items omitted
[k] Thirteen zero-variance items omitted
[l] Seven zero-variance items omitted

data. The inventories used were deemed reliable. The magnitudes of the reliability estimates located in Table 1 give moderate to strong support for rater agreement and the scale reliability of the inventories.

Validity

Two evaluative approaches were employed to assess training curriculum content validity of the grill and counter positions. Each methodology has two primary objectives: (a) to determine, quantitatively, the extent to which the training content domain is job related, and (b) to identify needed changes in the training program to improve its job relatedness. The first is an approach presented by Ford and Wroten (1984) which evaluates a training program's job relatedness through the use of Content Validity Ratios and Content Validity Indices developed by Lawshe in 1975. The second methodological approach, developed by Bownas, Bosshardt, and Donnelly (1985), provides a quantitative index of the fit between training curriculum content and job task performance requirements and identifies tasks that are overtrained, not trained, and not learned.

The results of the CVR and Quantitative Index approaches as applied to the evaluation of the McDonald's training program for the positions of grill and counter are discussed below. As indicated on each of the three inventories, KSA statements are broken into training curriculum content areas to reflect the core curriculum of the existing training program. The grill position consists of six content areas: (a) Nuggets, (b) Dress, (c) Buns, (d) 10:1, (e) 4:1, and (f) Secondary Duties. The counter position consists of four content areas: (a) Window, (b) Drive Thru, (c) Fries, and (d) Lobby. The content areas are used for discussion purposes as discussion at the task

level would prove too cumbersome.

Application of Ford and Wroten (1984) Methodology

The Content Validity Ratio (CVR) approach determines the job relatedness of the content domain of an existing training program through the calculation of a CVR for each task statement. The CVR values indicate the training need for each individual task. The Content Validity Indices (CVI) indicate the training need for training program curriculum content areas.

The application of this approach was modified slightly. Ford and Wroten used the combined importance ratings of subject matter experts (both supervisors and trainers) in the computation of job task CVR values. This research was modified to report the response ratings from managers and trainers independently. CVR values were calculated independently for both managers and trainers so that a comparative analysis could be conducted to identify discrepancies in the perception of task importance.

To determine the CVR for each task statement, experts independently rated the importance of each KSA to job performance using a three-point scale ranging from unimportant to critical. Rater agreement was quantified by calculating a CVR for each task statement for both positions. The range of CVR values was from -1.00 to 1.00, with modal responses in the .714 to 1.00 interval for the grill position, and -1.00 to 1.00, with a modal response in the .750 to 1.00 interval for the counter position. A statistical test for significance developed by Schipper was used (personal communication with

Ford, March 1993). Due to the small number of respondents, a CVR value could only be found significant when it had a value of 1.00. Refer to Appendix F for the statistical significance table developed by Schipper. The significance test conducted on the managers' ratings revealed that of the 145 KSAs comprising the grill training curriculum content, 132 (91%) had significant CVR values (CVR = 1.00; $p < .05$) and the trainers' ratings revealed that 87 (60%) had significant CVR values (CVR = 1.00; $p < .05$). The significance test conducted on the managers' ratings of the 142 KSAs defining the counter training content domain indicates that 122 (85%) had significant CVR values (CVR = 1.00; $p < .05$) and the trainers' ratings show that 79 (55%) had significant CVR values (CVR = 1.00; $p < .05$). The high level of manager agreement on the CVR values supports the job relatedness of the training program for both grill and counter. The low to moderate trainer agreement on the CVR values suggests that, in the estimation of trainers, the training curriculum could be modified to more accurately reflect actual job requirements.

An overall CVI value was calculated as a determination of the job relatedness of the entire training program by computing the mean of all CVR values. A CVI was also generated for each category by computing the mean of the CVR values for the appropriate KSAs. CVI values were generated for both managers and trainers. Table 2 summarizes the CVI values for the grill position and Table 3 for the counter position. Due to the small number of

Table 2.

Overall Content Validity Indices for the Grill Position

Content Area	Managers (N = 4)	Trainers (N = 3)	N of Tasks
Overall	.936	.627	145
Nuggets	.973	.369	37
Dress	.980	.476	28
Buns	.875	.749	24
10:1	.980	.768	26
4:1	.916	.945	12
Secondary	.791	.776	18

Minimum CVR value for significance is 1.00

raters, none of the CVI values were found to be statistically significant.

The overall CVI value for managers is .936. The content areas CVI values range from .791 to .980 with Secondary Duties having the lowest value. When examining the CVI values of managers, there is strong support that the content of the training program is valid. When examining the overall CVI value of the trainers, .627, there is only moderate support for the content validity of the program. The content areas CVI values for trainers range from .369 to .945, indicating that the training content areas of Nuggets and Dress are the least content valid and perceived as such by quite a large margin.

The overall CVI value for the counter position as computed by manager ratings is .890 demonstrating the content validity of the program.

Table 3.

Overall Content Validity Indices for the Counter Position

Content Area	Managers (N = 4)	Trainers (N = 4)	N of Tasks
Overall	.890	.728	142
Window	.894	.746	71
Drive Thru	.917	.925	18
Fries	.976	.824	25
Lobby	.767	.427	28

Minimum CVR for significance 1.00

The CVI values for the content areas range from .767 to .976 with Lobby receiving the lowest CVI. The overall CVI values for trainers is .728 with the content areas CVI values ranging from .427 to .925. Again, Lobby received the lowest CVI value. Trainer results indicate that they perceive the content validity of the entire program and content areas differently than do managers. Trainer content validity support is moderate.

To conclude, statistical significance conclusions have been limited due to the small number of raters. When examining the CVI values, one can conclude that managers believe that the training program has a high degree of job relatedness while the trainers judge it to be low to moderately related. The perceptions of what tasks are important and ultimately what tasks need to be trained for successful job performance differs between managers and trainers for both positions.

The purpose of training evaluation is to link the results back to program refinement or redesign. The Matching Technique was used to directly compare training need with training emphasis for both managers and trainers in order to identify training "hits", "deficiencies", and "excesses" as perceived by each. Training "hits" reflect a congruence between training emphasis and training need. Training "deficiencies" exist when training need is high but training emphasis is low. Training "excesses" exist when training need is low but training emphasis is high. By plotting the CVI's generated for each category, training hits, deficiencies, and excesses can be identified at a glance. The greater the number of hits, the greater the content validity of the program.

The CVI values located in Tables 2 and 3 were used as indications of the training need for each category because task importance can translate easily into training need. Training emphasis was determined by calculating the mean emphasis rating given to each category. Table 4 presents these mean figures. The training emphasis measures were divided into thirds based on the emphasis ratings. The training need measures were divided into quartiles based on the range of CVI values. The values provided in Table 4 show the overall training emphasis given to the positions of grill and counter. Mean values falling in the range of 1.0 to 1.7 are considered to be learned on the job. Mean values falling between 1.7 and 2.4 are considered to by partially trained. Mean values between 2.4 and 3.0 are considered

Table 4.

Overall Means and Standard Deviations of Training Emphasis for the Positions of Grill and Counter

Grill	Mean	SD	Counter	Mean	SD
Overall	2.19	.72	Overall	1.93	.53
Nuggets	2.07	.63	Window	1.71	.34
Dress	2.28	.57	Drive Thru	1.89	.42
Buns	2.36	.54	Fries	2.37	.51
10:1	2.71	.75	Lobby	1.24	.34
4:1	2.81	.76			
Secondary	1.35	.82			

fully trained.

Overall grill training emphasis is primarily directed to partial training. That is, trainers present how the task is to be performed, demonstrate that task, watch the trainee perform task, and expect the trainee to become proficient in performing that task while on the job. The content area training emphasis values vary slightly with 10:1 and 4:1 receiving the greatest amount of emphasis of 2.71 and 2.81 respectively. This suggests that trainers fully train these areas and expect trainees to be fully proficient at the conclusion of the training program. Secondary Duties had the lowest training emphasis value at 1.35 suggesting that trainees are simply informed about these tasks and are expected to learn them while on the job.

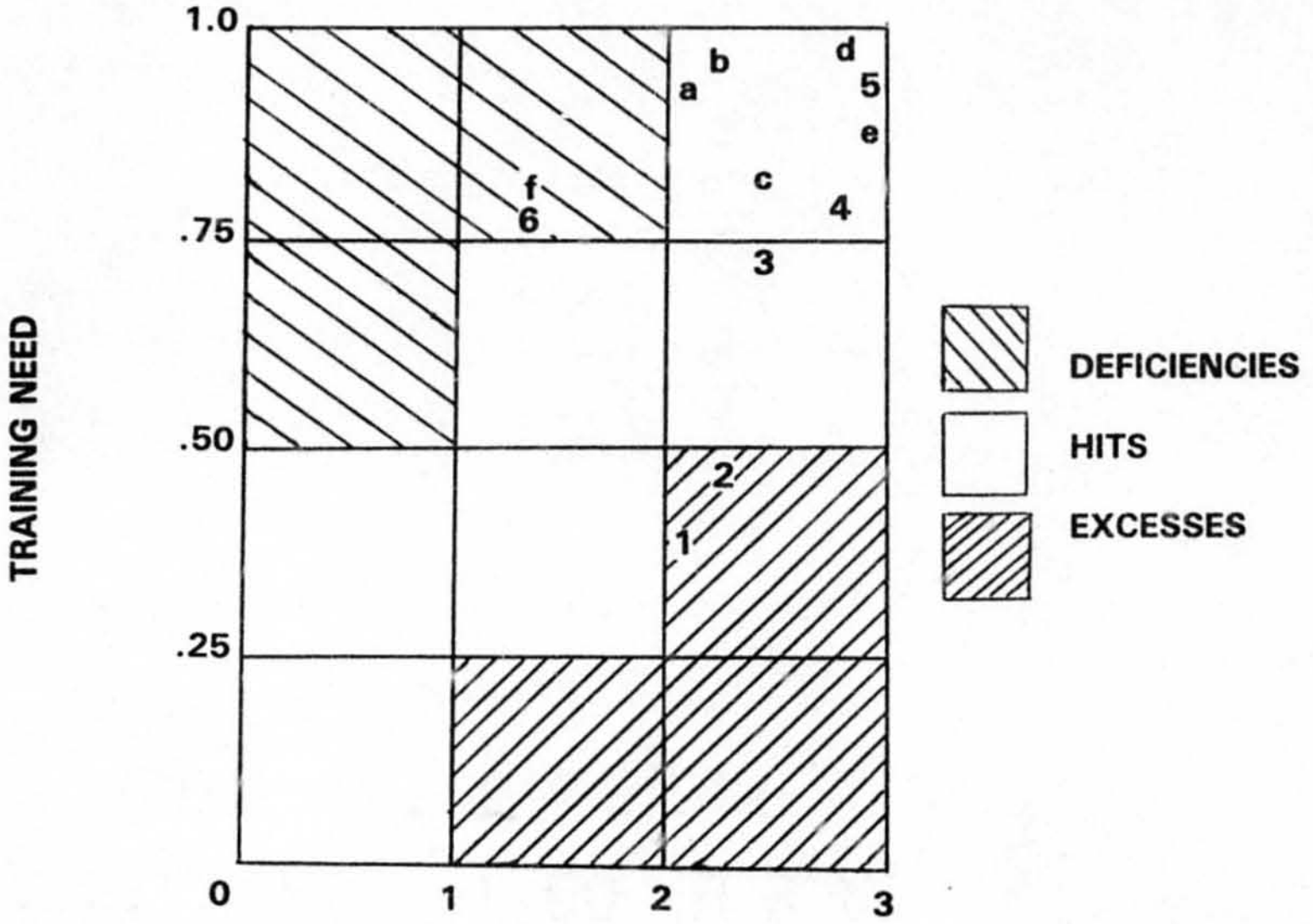
The values in Table 4 also shows that overall counter training emphasis is partially trained as well. The areas of Window, Drive Thru, and

Fries with mean values of 1.71, 1.89, and 2.37, respectively, are all partially trained. The Lobby area, with a mean value of 1.24, is expected to be learned while on the job.

Figure 3 contains a plot of the relationship between the training emphasis ratings and training need ratings for the position of grill for both managers and trainers. Figure 4 contains a plot of the relationship between these ratings for the position of counter for both managers and trainers.

The overall fit of training emphasis to training need for the grill position was quite good for both managers and trainers and is presented graphically in Figure 3. Managers are again provided with support for the job relatedness of the training program similar to that when utilizing Content Validity Indices. There was a single indication of a slight training deficiency for the content area of Secondary Duties. The trainer's plotting points also indicate strong support for the content validity of the training program while acknowledging that Secondary Duties is training deficient. Trainers also indicate that two training excesses may exist for the content areas of Nuggets and Dress; these are slight excesses however. In sum, the plotting depicts manager and trainer support for the overall content validity of the training program.

Figure 4 exhibits the training need and training emphasis plots for both managers and trainers for the position of counter. The plotting provides interesting information. Managers, through the CVI values,

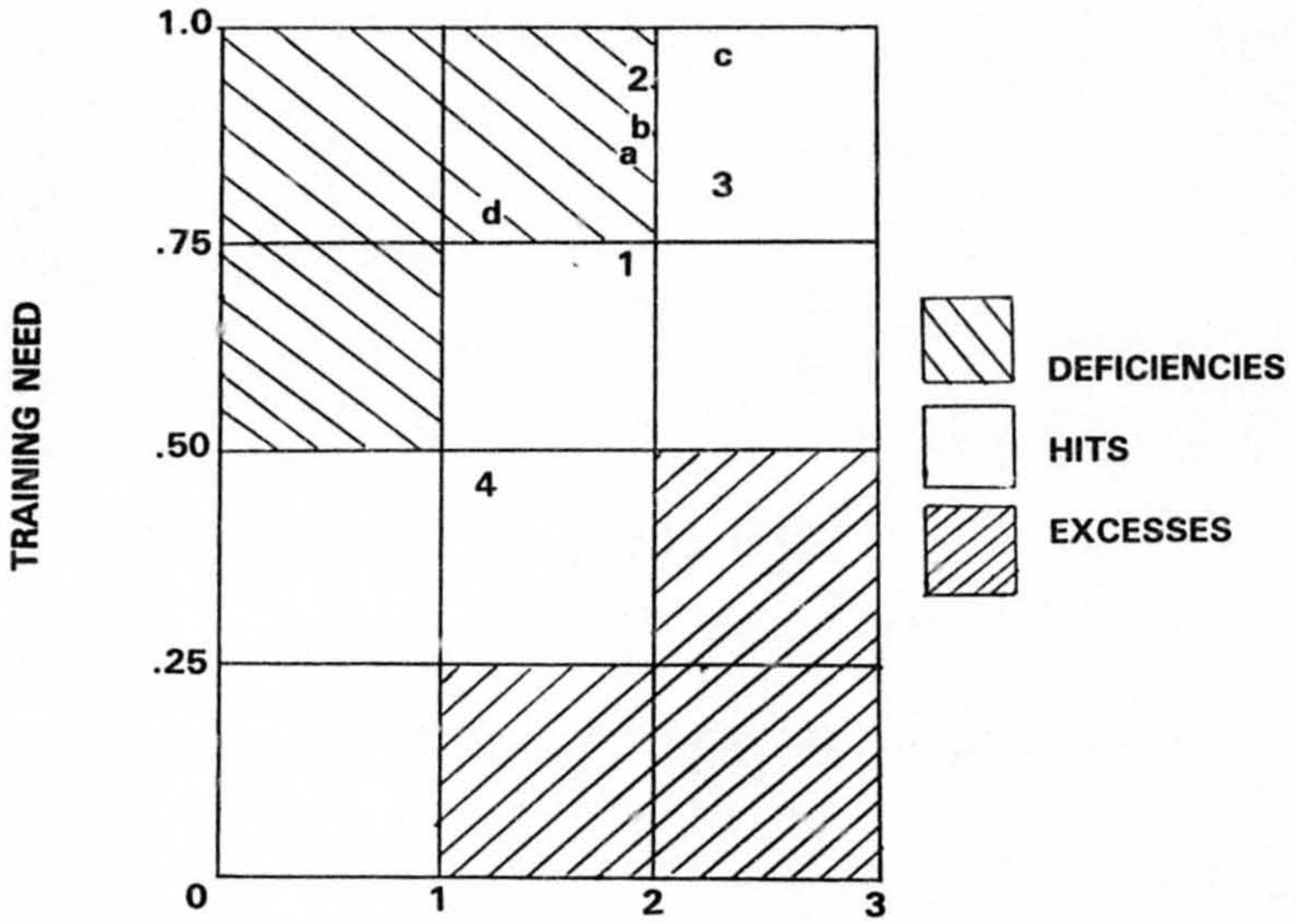


Managers
a Nuggets
b Dress
c Buns
d 10:1
e 4:1
f Secondary Duties

Trainers
1 Nuggets
2 Dress
3 Buns
4 10:1
5 4:1
6 Secondary Duties

Figure 3.

Grill Training Need Plotted Against Training Emphasis



Managers	Trainers
a Window	1 Window
b Drive Thru	2 Drive Thru
c Fries	3 Fries
d Lobby	4 Lobby

Figure 4.

Counter Training Need Plotted Against Training Emphasis

expressed a high training need for the content areas of Window, Drive Thru, Fries, and Lobby. The plotting pattern of managers demonstrates that three of these content areas are slightly deficient in training emphasis: Window, Drive Thru, and Lobby. The plotting pattern of trainers suggests that the training program is indeed emphasizing to an appropriate degree three out of the four content areas: Window, Fries, and Lobby. Drive Thru is the only area in which trainers feel training emphasis is lacking. The Matching Technique clearly indicates the differing perceptions of training need versus training emphasis for the counter position, thereby indicating a strong need for training program refinement.

A Summary

Two methods, CVI and Matching Technique, were utilized to evaluate the content validity of the established McDonald's training program. The validity evaluation gives strong support to the job relatedness of the grill training program. The Matching Technique suggests that the content area of Secondary Duties should be closely evaluated so that modifications may be made in the training program to make it more content valid. The training content validity evaluation of the counter position yields contradictory information. The CVI values supports the managers and trainers perceptions of the overall job relatedness of training program content. When examining the plotting matrix developed by the Matching Technique, the managers' plotting pattern suggests that the training program is deficient in three

content areas. The trainers' plotting pattern suggests that the training program is content valid with the exception of a single content area.

Counter managers and trainers need to communicate with one another their perceived importance of the content areas and individual tasks to successful job performance so that training program revisions may occur. Currently, trainers are training new employees based on their perceived importance of a particular area which is not meeting managers expectations. Managers, in turn, feel that recent training graduates are unable to perform job tasks with proficiency and have questioned the adequacy of the entire training program. It is imperative that managers and trainers address opposing views on the training emphasis needed to accommodate job requirements.

Application of Bownas et al. (1985) Quantitative Index Methodology

The results of the content evaluation approach developed by Bownas, Bosshardt and Donnelly (1985), which determines the degree of overlap between training content and job content, are discussed below. The grill and counter positions continue to be discussed in terms of training content areas. The primary quantitative index of training program content validity was the correlation between the job requirement ratings and the training emphasis ratings. Additionally, manager, trainer, and recent graduate ratings from the three inventories were used to identify those tasks that appeared to be overtrained, not trained, or not learned.

In the computation of the following correlations, Bownas et al. (1985) offer a word of caution.

> Since the correlations between training emphasis and job requirements are computed using job tasks as observations, they are akin to Q-Type correlations in Cattell's (1952) terminology. Because tasks do not constitute statistically independent observations, these correlations are not necessarily distributed as Pearson's r. Therefore, tests of their statistical significance are inappropriate. They do, however, represent statistical indices of profile match, and if the tasks being rated (a) constitute the entire domain of job content, (b) include no serious redundancies, and (c) are all written at an approximately equal level of specificity, then the correlations should be quite interpretable. . . . .In this case, an arbitrarily high critical value such as .80 should be set for the correlation between task curriculum and job task demands, and the observed correlation should be compared with this standard (p. 129-130).

The standards set forth by Bownas et al. (1985) were used for the correlation analysis.

Training content validity was first assessed at the dichotomous level and was evaluated by computing the correlation between the proportion of trainers who indicated tasks trained and the proportion of managers who indicated tasks performed across all tasks for both the grill and counter

Table 5.

Correlations Between Proportion of Trainers Indicating Tasks Trained and Proportion of Managers Indicating Tasks Performed

Position	Correlation	N Trainers	N Managers	N Tsk
Grill	.98	3	4	145
Counter	.96	4	4	142

positions. Table 5 summarizes these correlations. The correlations indicate a strong relationship between the tasks being trained and the tasks being performed for both the position of grill and counter.

Training content validity was next assessed at the continuous level using the rating responses from the Job Task Inventory and the Training Emphasis Inventory. Mean task training emphasis ratings (trainers) for developing task proficiency were correlated with maximum mean task requirement ratings (managers) across all tasks. The correlations were also generated for each content area. The mean task training emphasis ratings were already calculated for the CVR validity analysis and are presented in Table 4. In order to acknowledge the importance of training regardless of which factor received the highest rating, the maximum mean was computed. Maximum mean task requirement ratings were generated by computing the maximum mean supervisory rating for the three factors of frequency, difficulty, and importance for each task. If tasks are performed frequently,

Table 6.

Overall Means and Standard Deviations of Job Training Requirements

Position	Mean	SD	Position	Mean	SD
Grill (Overall)	2.35	.66	Counter (Overall)	2.43	.76
Nuggets	2.14	.63	Window	2.53	.58
Dress	2.33	.48	Drive Thru	2.49	.63
Buns	2.41	.53	Fries	2.67	.71
10:1	2.54	.46	Lobby	1.86	.59
4:1	2.62	.79			
Secondary	2.07	.58			

are difficult to learn, or are important to successful job performance, then some level of training needs to take place. Table 6 presents the maximum mean supervisory job training requirement values for both positions and respective content areas. The overall job training requirement for grill is 2.35 and 2.43 for counter.

To reiterate, the second quantitative index of training program curriculum content validity was the correlation between the mean training emphasis ratings (trainers) and the training requirement ratings (managers) computed across all tasks for both positions. Correlations were also computed for the content areas of each position. The correlation results are presented in Table 7.

The correlation between grill training emphasis and grill job requirements is .93. While not as high as the correlation based on the dichotomous data in Table 5, the correlation indicates a high degree of

Table 7.

Correlations Between Mean Training Emphasis Ratings and Job Requirement Ratings

Position	Correlation	N Trainers	N Managers	N Tasks
Grill (Overall)	.93	3	4	145
Nuggets	.96	3	4	37
Dress	.92	3	4	28
Buns	.91	3	4	24
10:1	.85	3	4	26
4:1	.87	3	4	12
Secondary	.68	3	4	18
Counter (Overall)	.69	4	4	142
Window	.63	4	4	71
Drive Thru	.66	4	4	18
Fries	.74	4	4	25
Lobby	.61	4	4	28

overlap between training content and job content. The correlations for the content areas range from .68 to .96 with Secondary Duties having the least amount of overlap. It would appear that grill managers and trainers have similar perceptions as to the relative importance and the resulting training emphasis needed for each content area. The resulting lower correlation for the content area of Secondary Duties suggests that the tasks comprising this area need to be explored so that training program modifications may be made to enhance training effectiveness and job relatedness.

The correlation between counter training content domain and job

requirements is .69, which is indicative of a moderate relationship. Further examination of the content areas reveals correlations ranging from .61 to .74. The results of this analysis suggests that counter managers and trainers have different perceptions regarding the amount of training emphasis that should be given to the position of counter. Managers perceive training need to be quite high for each of the content areas; however, training emphasis does not reflect job requirement training need. Managers' and trainers' expectations of what is needed in training to prepare graduates for successful job performance is incongruent. Therefore, it is imperative that managers and trainers review and discuss training curriculum content areas and specific tasks to identify their relative importance and contribution to job proficiency so efficacious training modifications occur.

A third analysis was conducted to determine the mean preparedness ratings of recent training graduates. Table 8 summarizes these means. The overall grill preparedness rating is 2.56, suggesting that grill graduates feel prepared to perform job tasks. Content area mean values range from 2.17 to 3.33. The content area of Secondary Duties received the lowest mean value indicating that individuals do not feel adequately prepared to perform these tasks. The overall counter preparedness mean is 1.58 with content mean values ranging from 1.43 to 2.79. This suggests that recent graduates of the counter training program feel unprepared and in some instances very unprepared to perform job task requirements. Graduates

Table 8.

Mean Training Preparedness Ratings of Recent Graduates

Position	Mean	SD	Position	Mean	SD
Grill (Overall)	2.56	.699	Counter (Overall)	1.58	.674
Nuggets	2.30	.843	Window	1.63	.798
Dress	2.68	.707	Drive Thru	1.46	.651
Buns	2.59	.675	Fries	2.79	.548
10:1	3.33	.654	Lobby	1.43	.577
4:1	3.21	.589			
Secondary	2.17	.629			

report that they feel most prepared to perform those job tasks in the Fry area with a mean preparedness rating of 2.79.

The final analysis identified those tasks which were overtrained, not trained, and not learned. The analysis did not reveal any overtrained or not trained tasks. A number of tasks were identified as not learned. Tasks were flagged as not learned if 50% or more of recent training graduates reported that they felt unprepared or very unprepared to perform that task upon completion of the training program. Of the 145 grill task statements listed on the Preparedness Inventory, 54 (37%) were identified as unprepared to be performed.

As an integral part of the McDonald's training program, follow-up training two weeks after initial training has concluded is suggested. Similarly, tasks were flagged as receiving no follow-up training if 50% or

more of the recent training graduates indicated that they did not receive follow-up training. This would allow trainers to ensure that job tasks were being performed correctly, to retrain those tasks that were being performed incorrectly, and to address any questions or concerns that the recent training graduates had in regard to job duties and performance standards. Of the 145 tasks trained, 86 (59%) received follow-up training; 41% of the tasks received no follow-up training.

Table 9 presents those tasks that were identified as unprepared to be performed upon the completion of the training program and whether or not each task received follow-up training. Of the 54 tasks identified, 37 (69%) received no follow-up training. If these tasks had received follow-up training, individuals might have felt more confident in their ability to perform them. Grill managers and trainers need to discuss the importance of each task so that refinements in the training curriculum may be initiated.

The tasks for the counter position were also analyzed to identify those tasks that were not learned and that received no follow-up training. The same parameters used to determine how tasks were flagged for the grill position were employed. Recent counter training graduates indicated that they felt unprepared to perform 115 (81%) of the 142 tasks that were trained. Looking at the reverse side of this issue, graduates felt prepared to perform only 19% (27) of the tasks needed for successful job performance at the conclusion of formal training. When evaluating the

Table 9.

Grill Tasks Identified as Unprepared to Perform

Task Unable to Perform	Follow Up Training?
NUGGETS	
Cook Filet	No
Get Cheese Out of Freezer	No
Know Shelf Life for Cheese	No
Fill Small Freezer with Filet	No
Know Vat Temperature	Yes
Know Cooking Times	Yes
Fill Shortening	No
Skim Vats	No
Check Shortening Levels	No
Know Holding Times	Yes
Waste Expired Product	Yes
Clean Drainage Trays	No
Know Bin Levels	No
Know Sandwich Ingredients	Yes
Know Frozen Product Location	No
Stock Area	No
Handle Grill Orders	No
ID Frozen Product Characteristics	Yes
DRESS	
Stock Immediate Area	Yes
Prepare Ingredients	Yes
Know Shelf Life of Condiments	No
Check Condiment Quality	No
Cut Tomatoes	No
Cut Filet Cheese	No
Open Tubes	No
Drain Ketchup	No
Drain Pickles	No
Know Location of Ingredients	No
Mark Second Life on Ingredients	No
Back Up Buns	No
Check for Outdated Product	No
BUNS	
Check for Outdated Product	No

Table 9 (continued).

Placement of Toasted Buns	Yes
Stack Bun Boards	No
Stock Immediate Area	No
Adjust Toaster	No
Save Bun Plastics	No
Know Toaster Temperatures	No
Know Bun Location	Yes
10:1	
Know Grill Temperatures	Yes
Spray Screens	No
Know Waste Product Procedures	Yes
Prepare Cooking Ingredients	No
Check Frozen Product Quality	Yes
Empty Troughs	No
Know Cooking Times	No
Stock Foams	Yes
4:1	
Prepare Grill	Yes
SECONDARY DUTIES	
Hi/Lo	No
Unload Truck	No
Check Lobby	No
Fill Fry Baskets	No
Wash Towels	Yes
Cut Off Box Tops	Yes

degree of follow-up training received, not a single job task, in which 50% or more of the graduates responded positively, received follow-up training. That translates into 100% of the job tasks trained for the counter position receiving no follow-up training. Table 10 presents those tasks for which counter graduates felt prepared to perform. The few number of tasks contained in Table 10 confirms the notion that training emphasis does not adequately reflect those KSAs needed for successful job performance.

Table 10.

Tasks Counter Graduates Prepared to Perform

WINDOW
Sweep
Wipe Down Counter
Wash Hands
Smile
Replace Spilled/Dropped Product
FRIES
Fill Fry Baskets
Place Baskets on Rack
Stock Boxes, Bags, Salt
Weigh Fries
Sweep Area
Wipe Area
Clean Underneath
Waste Expired Product
Fill Salt Shaker
Wash Fry Scooper
Cook Fries
Wash Hands
Clean as you Go
Package Fries
Thaw Fries
LOBBY
Wipe Tables/Benches
Return Trays to Counter
Wipe Trays
Sweep
Wipe Booster Chairs
Wash Hands

Other than those for Fries, these are tasks that could probably be performed without formal training. Graduates feel most comfortable working in the Fry area with 64% of the individuals reporting that they are prepared to perform those tasks. The content areas of Window, Drive Thru, and Lobby do not

receive adequate representation in training to prepare graduates to perform those tasks.

A Summary

The Quantitative Index content validity evaluation gives strong support to the job relatedness of the grill training program. The data analysis yielded high correlations, indicating a significant degree of overlap between training curriculum content and job task domain. A single content area, Secondary Duties, was identified as having the least amount of overlap with a moderate correlation of .68. It is recommended that this content area be reviewed for possible training enhancements. Recent grill graduates felt prepared to perform 63% of the 145 tasks evaluated with an overall training preparedness mean of 2.56.

The content validity evaluation of the counter position provides low to moderate support for the job relatedness of the training program. While training program content validity is suggested at the dichotomous level with a correlation of .96, the correlation between training emphasis and job requirements is much lower with a moderate correlation of .69. Further examination of the analysis reveals that recent counter training graduates are unprepared to perform 81% of the 142 tasks necessary for successful job performance with an overall preparedness mean of 1.58. Granted, some degree of overlap is present between training emphasis and actual job requirements. However, there is not enough overlap to say with confidence

that the training program is effective in preparing new employees for successful job performance.

To conclude, of the two positions evaluated, the counter position's training program has serious flaws and is in need of the most training program modifications.

Discussion

Based on the results of the above analyses it was possible to suggest areas of training program refinements for both the grill and counter positions. This section begins with a discussion of the two content validity evaluation approaches utilized and concludes with recommendations for training program modifications for the McDonald's training program.

CVR/Matching Technique and Quantitative Index: A Summative

The results of the two methodological approaches introduced by Ford and Wroten (1984) and Bownas, Bosshardt, and Donnelly (1985) are similar for the grill and counter positions. Each concluded that the grill position has a significant degree of content validity with the identification of a single content area in need of training enhancements--Secondary Duties. Each also concluded that the counter position has training program refinement needs in the areas of Window, Drive Thru, and Lobby. Each provided valuable information for program refinement.

A modification in the CVR/Matching Technique provided valuable information for training program evaluation. The modification included that

CVR values be computed and reported independently for both managers and trainers. As the CVRs are indications of the importance of job tasks, it is critical that the responses of both managers and trainers be measured independently so that incongruent importance ratings can be identified. Grill managers had an overall CVR value of .936. Grill trainers had an overall CVR value of .627. This is an indication that managers and trainers view the importance of individual tasks differently. Despite the variation in the perception of task importance, the training emphasis given accurately reflected training needs as based on the CVR values for both managers and trainers with the exception of a single content area--Secondary Duties.

The Quantitative Index approach also provided strong support for the content validity of the grill training program. The resulting analysis demonstrated a high degree of overlap between training emphasis ratings and job requirement ratings with an overall correlation of .93. A further check on the content validity and effectiveness of the grill training program was determined by measuring recent training graduates' levels of preparedness to perform job tasks. The results were positive. Graduates reported that they could perform 63% of the job tasks at the conclusion of the training program and had a mean preparedness rating which indicated that they felt prepared overall to perform the duties of the grill position. Again, the content area of Secondary Duties had the lowest preparedness rating suggesting that graduates are least comfortable with performing the

job tasks for this area.

When examining the overall CVR values computed for counter managers and trainers, .890 and .728 respectively, both give moderate support for the job relatedness of the training program. But, when the training emphasis ratings were added to the picture and a plotting procedure was conducted between training emphasis and training need, the resulting matrix revealed that trainers and managers perceive the adequacy of the training program quite differently. The Plotting Matrix demonstrated that managers think the training program is deficient overall, whereas trainers believe they are accurately training the KSAs needed for successful job performance, with the exception of Drive Thru.

The Quantitative Index supports a low to moderate degree of overlap between counter training emphasis and training need with correlations ranging from .61 to .74 for training content areas. These correlations suggest that managers and trainers have different perceptions as to the importance of each task and the resulting level of emphasis needed for successful job performance. Recent counter training graduates report that they were unprepared to perform 81% of the tasks and have a mean preparedness rating of 1.58. Recent graduates believe that the training program is deficient and ineffectual for the successful development of task proficiency.

By considering the two analyses simultaneously, the implications were

quite clear for both the grill and counter positions. The combined analysis provides the most information relative to the counter position. The CVR values and the Quantitative Index suggest that there is a moderate degree of overlap between training content and job content. The Plotting Matrix contradicts this conclusion somewhat by depicting that trainers perceive the training program to be content valid while the managers perceive the training curriculum to be quite deficient. Recent training graduates support manager perceptions of training program deficiencies, as they felt unprepared to perform 81% of the job tasks. Trainers are training based on their perception of task importance. Unfortunately, this is not consistent with manager and trainee job task training needs. The conclusion can be drawn that the counter training program needs refinement.

The two approaches of CVR/Matching Technique and Quantitative Index when combined present an efficient and practical way for identifying training program content validity and necessary program refinements as perceived by managers, trainers, and recent training graduates.

Recommendations

To recall, the rationale for conducting the training program evaluation was to address the General Manager's concern that the current training program was ineffective. Management had noticed an increase in turnover, absenteeism, poor quality product reaching customers, a drop in service standards, and the lack of job proficiency among employees. The quality of

the current training program had become an issue of technical and financial concern.

Individual and group interviews with managers and trainers suggested that the training program established by the McDonald's Corporation is extensive and quite thorough. Review of existing training materials included: step-by-step training manuals, station-by-station videotapes, station observation checklists, numerous handouts, and suggested training session schedules, which results in a comprehensive, prepackaged training program at the trainers' fingertips.

A question arises: WHY? Why does a training program evaluation of this comprehensive package result in indications of need for refinement, some of which are minor, some of which are extensive? Why does a training program developed by experts over a period of many years fail to prepare this McDonald's trainees for successful job performance?

The answer to these questions became apparent when talking with and reviewing the comments of trainers and recent training graduates. Appendix G is a sampling of comments made on the inventories by trainers and recent graduates of the grill and counter positions. Trainers explain that they are aware that these training materials exist and attempt to use them. Trainers further disclose that management does not always allow time for proper implementation. Training sessions are built into the daily work schedule, but these sessions are frequently cancelled for various reasons.

The reasons include: staff shortages, busy rush hours, the individual is a quick learner, and a variety of other "crises". Many times the sessions are not rescheduled and the trainee is left to learn on his/her own. Recent graduate comments supported the comments made by trainers.

Managers acknowledged that situations arise where training schedules must be aborted. They further stated, that while every attempt is made to reschedule a missed training session, it is not always possible and individuals do slip through the training program without proper exposure to correct operating procedures. Trainers and recent training graduates of both positions believe this happens much too frequently.

On the basis of the statistical analysis, review of existing training materials and discussions with management, training, and recent training graduates, the following recommendations were suggested for the grill and counter positions:

1) Implement, consistently, the grill and counter training program as packaged and presented by McDonald's Corporation. Discussions with recent graduates who felt most prepared revealed that this program was followed and the results were positive. In most situations, it was found that no videos were shown, no handouts were given, no training manual was reviewed, and no station observations checklists were received.

2) Managers and trainers need to evaluate and discuss the importance of job tasks and content areas for successful job performance,

particularly the grill content area of Secondary Duties and the content areas of Window, Drive Thru, and Lobby for counter. This is critical because the data analysis revealed that managers and trainers perceive the importance of job tasks differently. Currently, trainers train on the basis of their own perceptions, be them right or wrong. This clarification will help in the identification of possible training enhancements.

3) Schedule and adhere to planned training and training follow-up sessions. Two of the most critical stages of training were omitted -- planned and scheduled training with follow-up training occurring two weeks after initial training. One hundred percent of counter tasks were reported as not receiving follow-up training by 50% or more of the recent graduates. Additionally, 81% of the 142 tasks were reported as being unprepared to perform at the conclusion of training.

4) Pair new employees up with one trainer for the entire training program. Having multiple trainers allows room for inadequate training and miscommunication. Important items may be missed while insignificant items may receive too much emphasis. Trainees tend to feel more comfortable with a single trainer and will be more likely to ask questions.

5) Direct management involvement and intervention is mandatory if a training program is going to be effective. Management must know the training system, demonstrate correct procedures, follow-up on the training process with both the trainee and trainer, provide access to materials, and

allocate time. Furthermore, trainers need to be trained in correct operational procedures and use of training materials. Train the trainers to train. Additionally, trainees should be informed of what is expected of them upon completion of the training program to eliminate any questions of what is needed for successful job performance.

To summarize, the core ingredients for an effective training program for the positions of grill and counter exists; however, it is not currently being utilized to its full capacity. It is strongly recommended that the existing training program be modified to fit the model presented by the McDonald's Corporation. It is further suggested that regular discussions be held with trainers, trainees, and recent graduates so that training enhancements may be made on a per need basis.

Conclusion

The applied content validity evaluation methodologies of Ford and Wroten (1984) and Bownas, Bosshardt, and Donnelly (1985) provided an abundance of information from which to draw program refinement recommendations. Manager measured responses on whether tasks performed, task importance, and resulting training need compared to trainer responses of task importance and training emphasis permitted the evaluation of the training program's representativeness of the job task domain for the positions of counter and grill. Recent training graduates' responses of job task preparedness and whether received follow-up training moderated the

inferences drawn from the analysis of managers and trainers. The inclusion of measured responses from managers, trainers, and recent training graduates provided a comprehensive picture of the entire training program.

The CVR approach allowed for the independent measure of manager and trainer perceptions of task importance. These measures indicated that mangers and trainers viewed task importance differently leading to incongruent perceptions of needed training emphasis. The Matching Technique permitted a visual summary and identification of program content validity for the entire program and its subcomponents by plotting training emphasis against training need. The CVR approach failed to take into consideration any measure of training graduate perceptions, thereby eliminating a valuable information resource pool for the refinement of the training program. The methodology also did not provide for an easy examination of those tasks or content areas that were training deficient.

The Quantitative Index approach provided a measure of the degree of overlap between training content and job content for establishing the content validity of both training programs and respective content areas. This methodology measured task importance by evaluating the factors of frequency, difficulty, and importance which acknowledged that if tasks are frequently performed or difficult to learn or important for successful job performance, then those tasks need to be trained. This approach further examined the responses of recent training graduates and used those ratings

to identify overtrained, not trained, and not learned tasks through a simple flagging procedure. The Quantitative Index approach encompassed the responses of managers, trainers, and recent training graduates for an extensive evaluation of content validity. This approach did not provide a direct measure of manager and trainer perceptual differences for either job task importance or training emphasis which can be quite informative.

Each of the above methodologies have general limitations that impact the quality of information derived from the analyses. When applying the methodologies concurrently, these limitations are minimized. The differing approaches, in essence, complement one another.

The data analysis supported the content validity of the grill training program while indicating need for improvements in the counter training curriculum. It is important to note that due to the small number of managers and trainers, a change in a single rater's responses could significantly alter the results. Confidence is placed in the findings because recent training graduates' responses upheld the validity conclusions surrounding the respective training programs. Grill graduates reported that they felt prepared, overall, to perform job task requirements. Counter graduates reported that they were unprepared, overall, to perform tasks necessary for successful job performance.

Recent training program graduates' responses were particularly important for the refinement of the curriculum for both positions. While grill

content validity and graduate preparedness was supported, numerous tasks (54 out of 145) were identified as unprepared to be performed at the conclusion of training. The counter graduates indicated that they were unprepared to perform 115 of the 142 job tasks. Therefore, it was recommended that both positions consider training enhancements. If recent graduate perceive themselves as untrained, then they are untrained. As measurement theorist Edwin Ghiselli once said, "so it is if it seems that way to you" (Ghiselli, Campbell, & Zedeck, 1981, p. xv).

Recommendations for the refinement of the training programs revolved around two issues. First, management was advised to utilize the prepackaged training program developed and provided by the McDonalds Corporation. Second, communication between managers, trainers, trainees, and recent graduates was emphasized. This McDonalds lacked not the proper instructional material for the development of trainee job proficiency, but rather the commitment to develop trainee job proficiency.

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Appendix A

Structured Interview Format Used in Determination of Training Program Content

Structured Interview Format Used in Determination of Training Program Content

The agenda for the structured interviews was as follows:

A. Introduction
   1. Introduced self
   2. Briefly explained project
   3. Stated purpose of meeting
   4. Informed participants that information collected used for instrument development

B. Gathered Position Information From Trainers (Grill/Counter)
   1. Asked trainers to list training elements (brainstorming)
   2. Asked trainers to discuss each area in full before moving to next area
   3. Asked trainers to elaborate/clarify when necessary
   4. Used probing questions to elicit information

C. Reviewed Generated Training Statements
   1. Reviewed training statements to ensure accuracy and completeness
   2. Eliminated repetitions
   3. Generated finalized list of curriculum elements

D. Explained Development of Instrument
   1. Restated that the evaluation instrument developed from information gathered in meetings

E. Thanked Personnel
   1. Thanked participants for time and contribution
   2. Asked if any questions
   3. Provided name and number to call if any questions

Appendix B

Structured Interview Format Used in Determination of Job Requirements

Structured Interview Format Used in Determination of Job Requirements

The agenda for the structured interviews was as follows:

A. Introduction
   1. Introduced self
   2. Presented project
   3. Stated purpose of meeting
   4. Informed employees that information collected used for instrument development

B. Gathered Position Information
   1. Asked employees to recite job tasks
   2. Asked employees to expand or clarify
   3. Asked employees to discuss each area completely
   4. Used probing questions

C. Reviewed Generated Task Statements
   1. Reviewed task statement to ensure accuracy and completeness
   2. Eliminated repetitions
   3. Generated finalized list of task statements

D. Explained Development of Instrument
   1. Restated that information collected used in development of assessment instrument
   2. Answered questions

E. Thanked Personnel
   1. Thanked employees for time and contribution
   2. Answered remaining questions
   3. Provided name and number to call if any questions

Appendix C

Job Task Inventory

JOB TASK INVENTORY

You will asked to read a number of job task statements. These statements describe the job duties for both grill and counter personnel. For each statement, you will be asked to make four decisions. These decisions are discussed below.

1. First, **read each job task statement.**

2. Second, decide whether or not this task is performed on the job.

   Circle "Y" if YES that task is performed on the job.

   Circle "N" if NO that task is not performed on the job.

For those tasks that you decide are performed on the job, you will make the following ratings.

3. Rate the **FREQUENCY** with which each task is performed.

   Circle the appropriate number.

   1 = **SEVERAL TIMES A WEEK** - three or more times a week

   2 = **MANY TIMES A DAY** - three or more times a day

   3 = **REPEATEDLY** - repeatedly throughout the day

4. Next, rate the **DIFFICULTY** of each task. Difficulty refers to how complicated the task skills/knowledge are to develop.

   Circle the appropriate number.

   1 = **EASY** - usually learned after the first demonstration/instruction

   2 = **MODERATE** - material must be presented and then task practiced repeatedly

   3 = **DIFFICULT** - task is complicated, therefore, material presented, task demonstrated, task repeatedly under constant supervision until throroughly learned.

5. Finally, rate the **IMPORTANCE** of each task. Importance is how critical the task is to performing the job effectively.

   Circle the appropriate number.

   1 = **NOT IMPORTANT** - failure to perform this task would not effect overall job performance.

   2 = **IMPORTANT** - failure to perform this task would not allow employee to perform effectively.

   3 = **CRITICAL** - failure to perform this task would seriously hinder job performance and impact on team performance.

Comments may be made at the end of the survey.
(Individual responses are confidential.)

THANK YOU.

GRILL

JOB TASK STATEMENTS
FILET, NUGGETS, FILET

	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
1. Listen for Production Call	Y N	1 2 3	1 2 3	1 2 3
2. Acknowledge Production Call	Y N	1 2 3	1 2 3	1 2 3
3. Cook Filet	Y N	1 2 3	1 2 3	1 2 3
4. Stage and Steam Buns	Y N	1 2 3	1 2 3	1 2 3
5. Dress Buns	Y N	1 2 3	1 2 3	1 2 3
6. Pass Filet Up	Y N	1 2 3	1 2 3	1 2 3
7. Get Cheese Out of Freezer	Y N	1 2 3	1 2 3	1 2 3
8. Know Shelf Life for Cheese	Y N	1 2 3	1 2 3	1 2 3
9. Fill Small Freezer with Filet	Y N	1 2 3	1 2 3	1 2 3
10. Load Breaded Portions	Y N	1 2 3	1 2 3	1 2 3
11. Know Vat Temperatures	Y N	1 2 3	1 2 3	1 2 3
12. Know Cooking Times	Y N	1 2 3	1 2 3	1 2 3
13. Fill Shortening	Y N	1 2 3	1 2 3	1 2 3
14. Skim Vats	Y N	1 2 3	1 2 3	1 2 3
15. Check Shortening Levels	Y N	1 2 3	1 2 3	1 2 3
16. Know Holding Times	Y N	1 2 3	1 2 3	1 2 3
17. Cook Nuggets	Y N	1 2 3	1 2 3	1 2 3
18. Package Nuggets	Y N	1 2 3	1 2 3	1 2 3
19. Pass Nuggets Up	Y N	1 2 3	1 2 3	1 2 3
20. Cook McChicken	Y N	1 2 3	1 2 3	1 2 3
21. Waste Expired Product	Y N	1 2 3	1 2 3	1 2 3
22. Wash Hands	Y N	1 2 3	1 2 3	1 2 3
23. Clean Drainage Trays	Y N	1 2 3	1 2 3	1 2 3
24. Know Bin Levels	Y N	1 2 3	1 2 3	1 2 3

FILET, NUGGET, CHICKEN (CON'T)	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
25. Wipe Trays/Replace Liners	Y N	1 2 3	1 2 3	1 2 3
26. Wipe Down Area	Y N	1 2 3	1 2 3	1 2 3
27. Sweep Area	Y N	1 2 3	1 2 3	1 2 3
28. Assist Dress and Buns	Y N	1 2 3	1 2 3	1 2 3
29. Prepare Pie	Y N	1 2 3	1 2 3	1 2 3
30. Know Sandwich Ingredients	Y N	1 2 3	1 2 3	1 2 3
31. Know Frozen Product Location	Y N	1 2 3	1 2 3	1 2 3
32. Stock Area	Y N	1 2 3	1 2 3	1 2 3
33. Handle Grill Orders	Y N	1 2 3	1 2 3	1 2 3
34. Clean Nugget Cabinet	Y N	1 2 3	1 2 3	1 2 3
35. ID Frozen Product Characteristics	Y N	1 2 3	1 2 3	1 2 3
36. Check Finished Product Quality	Y N	1 2 3	1 2 3	1 2 3
37. Check for Outdated Product	Y N	1 2 3	1 2 3	1 2 3
JOB TASK STATEMENTS DRESS				
1. Wash Hands	Y N	1 2 3	1 2 3	1 2 3
2. Stock Immediate Area	Y N	1 2 3	1 2 3	1 2 3
3. Prepare Ingredients	Y N	1 2 3	1 2 3	1 2 3
4. Know Shelf Life of Condiments	Y N	1 2 3	1 2 3	1 2 3
5. Ask for Cheese Call	Y N	1 2 3	1 2 3	1 2 3
6. Handle Grill Slips	Y N	1 2 3	1 2 3	1 2 3
7. Prepare Tray for Grills	Y N	1 2 3	1 2 3	1 2 3
8. Inform Meat Person of Grills	Y N	1 2 3	1 2 3	1 2 3
9. Know Sandwich Ingredients	Y N	1 2 3	1 2 3	1 2 3

DRESS (CONT)	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
10. Dress Buns	Y N	1 2 3	1 2 3	1 2 3
11. Wipe Trays/Replace Liners	Y N	1 2 3	1 2 3	1 2 3
12. Wipe Dress Table	Y N	1 2 3	1 2 3	1 2 3
13. Check condiment Quality	Y N	1 2 3	1 2 3	1 2 3
14. Cut Tomatoes	Y N	1 2 3	1 2 3	1 2 3
15. Fill Sauce Dispensers	Y N	1 2 3	1 2 3	1 2 3
16. Cut filet Cheese	Y N	1 2 3	1 2 3	1 2 3
17. Open Tubes	Y N	1 2 3	1 2 3	1 2 3
18. Drain Ketchup	Y N	1 2 3	1 2 3	1 2 3
19. Drain Pickles	Y N	1 2 3	1 2 3	1 2 3
20. Separate Crowns	Y N	1 2 3	1 2 3	1 2 3
21. Stack Mac	Y N	1 2 3	1 2 3	1 2 3
22. Know Location of Ingredients	Y N	1 2 3	1 2 3	1 2 3
23. Mark Second Life on Ingredients	Y N	1 2 3	1 2 3	1 2 3
24. Back Up Buns	Y N	1 2 3	1 2 3	1 2 3
25. Sweep Area	Y N	1 2 3	1 2 3	1 2 3
26. Check for Outdated Product	Y N	1 2 3	1 2 3	1 2 3
27. Know Bun Sections	Y N	1 2 3	1 2 3	1 2 3
28. Wash Hands	Y N	1 2 3	1 2 3	1 2 3
JOB TASK STATEMENTS BUNS				
1. Listen for Production Calls	Y N	1 2 3	1 2 3	1 2 3
2. Acknowledge Production Calls	Y N	1 2 3	1 2 3	1 2 3
3. Communicate with Meat Person	Y N	1 2 3	1 2 3	1 2 3

BUNS (CON'T)	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
4. Stage Buns	Y N	1 2 3	1 2 3	1 2 3
5. Toast Buns	Y N	1 2 3	1 2 3	1 2 3
6. Check for Outdated Product	Y N	1 2 3	1 2 3	1 2 3
7. Wash Hands	Y N	1 2 3	1 2 3	1 2 3
8. Placement of Toasted Buns	Y N	1 2 3	1 2 3	1 2 3
9. Backup Dress	Y N	1 2 3	1 2 3	1 2 3
10. Sweep Area	Y N	1 2 3	1 2 3	1 2 3
11. Fill Meat Freezer	Y N	1 2 3	1 2 3	1 2 3
12. Wipe Trays/Replace Liners	Y N	1 2 3	1 2 3	1 2 3
13. Stack Bun Boards	Y N	1 2 3	1 2 3	1 2 3
14. Relay Filet	Y N	1 2 3	1 2 3	1 2 3
15. Wipe Dress Table	Y N	1 2 3	1 2 3	1 2 3
16. Stock Immediate Area	Y N	1 2 3	1 2 3	1 2 3
17. Adjust Toaster	Y N	1 2 3	1 2 3	1 2 3
18. Save Bun Plastics	Y N	1 2 3	1 2 3	1 2 3
19. Wipe Off Bun Spats	Y N	1 2 3	1 2 3	1 2 3
20. Know Toaster Temperatures	Y N	1 2 3	1 2 3	1 2 3
21. Know Bun Location	Y N	1 2 3	1 2 3	1 2 3
22. Check Bun Quality	Y N	1 2 3	1 2 3	1 2 3
23. Waste Procedures	Y N	1 2 3	1 2 3	1 2 3
24. Know Bun Sections	Y N	1 2 3	1 2 3	1 2 3
JOB TASK STATEMENTS 10:1				
1. Work Fast	Y N	1 2 3	1 2 3	1 2 3

10:1 (CON'T)	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
2. Scrape Grill	Y N	1 2 3	1 2 3	1 2 3
3. Get Meat from Freezer	Y N	1 2 3	1 2 3	1 2 3
4. Wipe Area	Y N	1 2 3	1 2 3	1 2 3
5. Know Grill Temperatures	Y N	1 2 3	1 2 3	1 2 3
6. Rotate Meat Runs	Y N	1 2 3	1 2 3	1 2 3
7. Sharpen Spats and Scrapers	Y N	1 2 3	1 2 3	1 2 3
8. Spray Screens	Y N	1 2 3	1 2 3	1 2 3
9. Pull Grills First	Y N	1 2 3	1 2 3	1 2 3
10. Know Cooking Procedures	Y N	1 2 3	1 2 3	1 2 3
11. Know Waste Product Procedures	Y N	1 2 3	1 2 3	1 2 3
12. Empty Garbage	Y N	1 2 3	1 2 3	1 2 3
13. Wipe Top of Bin	Y N	1 2 3	1 2 3	1 2 3
14. Change Grill Clothes	Y N	1 2 3	1 2 3	1 2 3
15. Wipe Spat	Y N	1 2 3	1 2 3	1 2 3
16. Remove Trays from Bin	Y N	1 2 3	1 2 3	1 2 3
17. Backup Dress and Buns	Y N	1 2 3	1 2 3	1 2 3
18. Prepare Cooking Ingredients	Y N	1 2 3	1 2 3	1 2 3
19. Communicate with Grill Team	Y N	1 2 3	1 2 3	1 2 3
20. Refill dispensers	Y N	1 2 3	1 2 3	1 2 3
21. Check Frozen Product Quality	Y N	1 2 3	1 2 3	1 2 3
22. Check Finished Product Quality	Y N	1 2 3	1 2 3	1 2 3
23. Empty Troughs	Y N	1 2 3	1 2 3	1 2 3
24. Stock Immediate Area	Y N	1 2 3	1 2 3	1 2 3
25. Wash Hands	Y N	1 2 3	1 2 3	1 2 3

	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
10:1 (CON'T)				
26. Know Cooking Times	Y N	1 2 3	1 2 3	1 2 3
JOB TASK STATEMENTS 4:1				
1. Stage Buns	Y N	1 2 3	1 2 3	1 2 3
2. Toast Buns	Y N	1 2 3	1 2 3	1 2 3
3. Dress Buns	Y N	1 2 3	1 2 3	1 2 3
4. Pass Up Product	Y N	1 2 3	1 2 3	1 2 3
5. Relay Nuggets and Chicken	Y N	1 2 3	1 2 3	1 2 3
6. Ask for KDLT Call	Y N	1 2 3	1 2 3	1 2 3
7. Stock Foams	Y N	1 2 3	1 2 3	1 2 3
8. Operate Miniclam	Y N	1 2 3	1 2 3	1 2 3
9. Prepare Grill	Y N	1 2 3	1 2 3	1 2 3
10. Clean Miniclam	Y N	1 2 3	1 2 3	1 2 3
11. Hand Grills to Stations	Y N	1 2 3	1 2 3	1 2 3
12. Backup Other Stations	Y N	1 2 3	1 2 3	1 2 3
JOB TASK STATEMENTS SECONDARY DUTIES				
1. Sweep Entire Grill Area	Y N	1 2 3	1 2 3	1 2 3
2. Mop	Y N	1 2 3	1 2 3	1 2 3
3. HI/LO	Y N	1 2 3	1 2 3	1 2 3
4. Empty Garbage/Make Runs	Y N	1 2 3	1 2 3	1 2 3
5. Clean Back Room	Y N	1 2 3	1 2 3	1 2 3
6. Spray Screen	Y N	1 2 3	1 2 3	1 2 3
7. Sharpen Spats and Scrapers	Y N	1 2 3	1 2 3	1 2 3

SECONDARY DUTIES (CON'T)

	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
8. Check Restrooms	Y N	1 2 3	1 2 3	1 2 3
9. Stock Grill	Y N	1 2 3	1 2 3	1 2 3
10. Wash Dishes	Y N	1 2 3	1 2 3	1 2 3
11. Unload Truck	Y N	1 2 3	1 2 3	1 2 3
12. Check Lobby	Y N	1 2 3	1 2 3	1 2 3
13. Fill Fri Baskets	Y N	1 2 3	1 2 3	1 2 3
14. Check Lot	Y N	1 2 3	1 2 3	1 2 3
15. Change Outside Containers	Y N	1 2 3	1 2 3	1 2 3
16. Wash Towels	Y N	1 2 3	1 2 3	1 2 3
17. Breakdown Boxes	Y N	1 2 3	1 2 3	1 2 3
18. Cut Off Box Tops	Y N	1 2 3	1 2 3	1 2 3

COMMENTS:

COUNTER

JOB TASK STATEMENTS WINDOW	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
1. Greet Customer	Y N	1 2 3	1 2 3	1 2 3
2. Take Order	Y N	1 2 3	1 2 3	1 2 3
3. Suggestive Sell	Y N	1 2 3	1 2 3	1 2 3
4. Assemble Order	Y N	1 2 3	1 2 3	1 2 3
5. Pour Drinks	Y N	1 2 3	1 2 3	1 2 3
6. Make Sundaes/Cones	Y N	1 2 3	1 2 3	1 2 3
7. Place Sandwiches on Tray	Y N	1 2 3	1 2 3	1 2 3
8. Bag Fries	Y N	1 2 3	1 2 3	1 2 3
9. Collect Payment	Y N	1 2 3	1 2 3	1 2 3
10. Operate Cash Register	Y N	1 2 3	1 2 3	1 2 3
11. Get Check Approved	Y N	1 2 3	1 2 3	1 2 3
12. Make Change	Y N	1 2 3	1 2 3	1 2 3
13. Present Food	Y N	1 2 3	1 2 3	1 2 3
14. Thank Customer/Repeat Business	Y N	1 2 3	1 2 3	1 2 3
15. Pass Out Condiments	Y N	1 2 3	1 2 3	1 2 3
16. Bag Food	Y N	1 2 3	1 2 3	1 2 3
17. Aware of Customers	Y N	1 2 3	1 2 3	1 2 3
18. Collect and Wipe Brown Trays	Y N	1 2 3	1 2 3	1 2 3
19. Make Stocklist	Y N	1 2 3	1 2 3	1 2 3
20. Stock Immediate Area	Y N	1 2 3	1 2 3	1 2 3
21. Fill Shake/Sundae Machine	Y N	1 2 3	1 2 3	1 2 3
22. Make Coffee	Y N	1 2 3	1 2 3	1 2 3
23. Sweep	Y N	1 2 3	1 2 3	1 2 3

WINDOW (CON'T)	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
24. Mop	Y N	1 2 3	1 2 3	1 2 3
25. Wipe Down Counter	Y N	1 2 3	1 2 3	1 2 3
26. Wrap Sandwiches	Y N	1 2 3	1 2 3	1 2 3
27. Fill Ice Bins	Y N	1 2 3	1 2 3	1 2 3
28. Fill Cups/Lids	Y N	1 2 3	1 2 3	1 2 3
29. Fill Condiments	Y N	1 2 3	1 2 3	1 2 3
30. Fill Barrels	Y N	1 2 3	1 2 3	1 2 3
31. Wash Salad Cabinet	Y N	1 2 3	1 2 3	1 2 3
32. Answer Customer Questions	Y N	1 2 3	1 2 3	1 2 3
33. Backup Others	Y N	1 2 3	1 2 3	1 2 3
34. Make Salads	Y N	1 2 3	1 2 3	1 2 3
35. Punch In/Out	Y N	1 2 3	1 2 3	1 2 3
36. Place Name in Cash Drawer	Y N	1 2 3	1 2 3	1 2 3
37. Check Crew Sheet	Y N	1 2 3	1 2 3	1 2 3
38. Check for Secondary Duties	Y N	1 2 3	1 2 3	1 2 3
39. Call Production	Y N	1 2 3	1 2 3	1 2 3
40. Indicate Food Needs	Y N	1 2 3	1 2 3	1 2 3
41. Communicate with Manager	Y N	1 2 3	1 2 3	1 2 3
42. Wash Hands	Y N	1 2 3	1 2 3	1 2 3
43. Smile	Y N	1 2 3	1 2 3	1 2 3
44. Clean Drink Towers	Y N	1 2 3	1 2 3	1 2 3
45. Assemble Happy Meals	Y N	1 2 3	1 2 3	1 2 3
46. Wash Towels	Y N	1 2 3	1 2 3	1 2 3
47. Package Coleslaw/Cocktail Sauce	Y N	1 2 3	1 2 3	1 2 3

WINDOW (CON'T)	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
48. Fill Fri Baskets	Y N	1 2 3	1 2 3	1 2 3
49. Empty Garbage	Y N	1 2 3	1 2 3	1 2 3
50. Make Garbage Runs	Y N	1 2 3	1 2 3	1 2 3
51. Clean Spill Trays	Y N	1 2 3	1 2 3	1 2 3
52. Clean Sundae Toppings Area	Y N	1 2 3	1 2 3	1 2 3
53. Wipe Out Cookies Holder	Y N	1 2 3	1 2 3	1 2 3
54. Wipe Out Condiment Holders	Y N	1 2 3	1 2 3	1 2 3
55. Clean Pie Cabinet	Y N	1 2 3	1 2 3	1 2 3
56. Box Pie	Y N	1 2 3	1 2 3	1 2 3
57. Observe Food Quality	Y N	1 2 3	1 2 3	1 2 3
58. Handle Promos/Coupons	Y N	1 2 3	1 2 3	1 2 3
59. Handle Customer Requests	Y N	1 2 3	1 2 3	1 2 3
60. Know Uniform Code	Y N	1 2 3	1 2 3	1 2 3
61. Know Store Policies	Y N	1 2 3	1 2 3	1 2 3
62. Waste Expired Product	Y N	1 2 3	1 2 3	1 2 3
63. Handle Grill Orders	Y N	1 2 3	1 2 3	1 2 3
64. Fill Out Time Off Requests	Y N	1 2 3	1 2 3	1 2 3
65. Breakdown Boxes	Y N	1 2 3	1 2 3	1 2 3
66. Use Sanitized/Unsanitized Towels	Y N	1 2 3	1 2 3	1 2 3
67. Clean Milk/Creamer Cooler	Y N	1 2 3	1 2 3	1 2 3
68. Know Holding Times	Y N	1 2 3	1 2 3	1 2 3
69. Check for Outdated Product	Y N	1 2 3	1 2 3	1 2 3
70. Replace Spilled/Dropped Product	Y N	1 2 3	1 2 3	1 2 3
71. Know Services Standards	Y N	1 2 3	1 2 3	1 2 3

JOB TASK STATEMENTS
DRIVE THRU

DT must perform window tasks and:

	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
1. Re-Greet Customer	Y N	1 2 3	1 2 3	1 2 3
2. Park Cars	Y N	1 2 3	1 2 3	1 2 3
3. Put Condiments in Bag	Y N	1 2 3	1 2 3	1 2 3
4. Put Napkins/Straws in Bag	Y N	1 2 3	1 2 3	1 2 3
5. Assemble Order on Cart	Y N	1 2 3	1 2 3	1 2 3
6. Check Bag for Order Accuracy	Y N	1 2 3	1 2 3	1 2 3
7. Put on Headset	Y N	1 2 3	1 2 3	1 2 3
8. Operate Headset	Y N	1 2 3	1 2 3	1 2 3
9. Change Batteries in Headset	Y N	1 2 3	1 2 3	1 2 3
10. Clear Out Order Screen	Y N	1 2 3	1 2 3	1 2 3
11. Watch Rerun on Shake/Sundae	Y N	1 2 3	1 2 3	1 2 3
12. Work Fast	Y N	1 2 3	1 2 3	1 2 3
13. Communicate with DT Team	Y N	1 2 3	1 2 3	1 2 3
14. Stock DT	Y N	1 2 3	1 2 3	1 2 3
15. Clean DT Stations	Y N	1 2 3	1 2 3	1 2 3
16. Use Coin Changer	Y N	1 2 3	1 2 3	1 2 3
17. Run Out Orders	Y N	1 2 3	1 2 3	1 2 3
18. Sort Tomatoes	Y N	1 2 3	1 2 3	1 2 3
JOB TASK STATEMENTS FRIES				
1. Fill Fri Baskets	Y N	1 2 3	1 2 3	1 2 3
2. Place Baskets on Rack	Y N	1 2 3	1 2 3	1 2 3

FRIES (CONT)	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
3. Fill Shortening	Y N	1 2 3	1 2 3	1 2 3
4. Check Vat Temperatures	Y N	1 2 3	1 2 3	1 2 3
5. Screw on Probe	Y N	1 2 3	1 2 3	1 2 3
6. Stock Boxes, Bags, Salt	Y N	1 2 3	1 2 3	1 2 3
7. Weigh Fries	Y N	1 2 3	1 2 3	1 2 3
8. Sweep Area	Y N	1 2 3	1 2 3	1 2 3
9. Wipe Area	Y N	1 2 3	1 2 3	1 2 3
10. Clean Underneath	Y N	1 2 3	1 2 3	1 2 3
11. Waste Expired Product	Y N	1 2 3	1 2 3	1 2 3
12. Watch Customer Flow	Y N	1 2 3	1 2 3	1 2 3
13. Get Fries from Freezer	Y N	1 2 3	1 2 3	1 2 3
14. Skim Vats	Y N	1 2 3	1 2 3	1 2 3
15. Fill Salt Shaker	Y N	1 2 3	1 2 3	1 2 3
16. Wash Fri Scooper	Y N	1 2 3	1 2 3	1 2 3
17. Rotate cooking Vats	Y N	1 2 3	1 2 3	1 2 3
18. Cook Fries	Y N	1 2 3	1 2 3	1 2 3
19. Wash Hands	Y N	1 2 3	1 2 3	1 2 3
20. Clean as You GO	Y N	1 2 3	1 2 3	1 2 3
21. Mark Racks with Time Cards	Y N	1 2 3	1 2 3	1 2 3
22. Know Holding Times	Y N	1 2 3	1 2 3	1 2 3
23. Package Fries	Y N	1 2 3	1 2 3	1 2 3
24. Backup Others	Y N	1 2 3	1 2 3	1 2 3
25. Thaw Fries	Y N	1 2 3	1 2 3	1 2 3

JOB TASK STATEMENTS LOBBY	Performed Not Performed	Several Times A Week Many Times A Day Repeatedly	Easy Moderate Difficult	Not Important Important Critical
1. Prepare Highchairs	Y N	1 2 3	1 2 3	1 2 3
2. Wipe Tables/Benches	Y N	1 2 3	1 2 3	1 2 3
3. Return Trays to Counter	Y N	1 2 3	1 2 3	1 2 3
4. Wipe Trays	Y N	1 2 3	1 2 3	1 2 3
5. Sweep	Y N	1 2 3	1 2 3	1 2 3
6. Mop	Y N	1 2 3	1 2 3	1 2 3
7. Clean Windows/Doors	Y N	1 2 3	1 2 3	1 2 3
8. Check Restrooms	Y N	1 2 3	1 2 3	1 2 3
9. Stomp Garbage	Y N	1 2 3	1 2 3	1 2 3
10. Empty Garbage	Y N	1 2 3	1 2 3	1 2 3
11. Straighten Papers	Y N	1 2 3	1 2 3	1 2 3
12. Fill Napkins/Straws	Y N	1 2 3	1 2 3	1 2 3
13. Check Lot	Y N	1 2 3	1 2 3	1 2 3
14. Aid Customers	Y N	1 2 3	1 2 3	1 2 3
15. Change Ash Trays	Y N	1 2 3	1 2 3	1 2 3
16. Dust Plants	Y N	1 2 3	1 2 3	1 2 3
17. Bring in S&P Shakers	Y N	1 2 3	1 2 3	1 2 3
18. Wipe Booster Chairs	Y N	1 2 3	1 2 3	1 2 3
19. Make Garbage Runs	Y N	1 2 3	1 2 3	1 2 3
20. Use Trash Compactor	Y N	1 2 3	1 2 3	1 2 3
21. Backup Others	Y N	1 2 3	1 2 3	1 2 3
22. Wash Hands	Y N	1 2 3	1 2 3	1 2 3
23. Raise/Lower Shades	Y N	1 2 3	1 2 3	1 2 3

LOBBY (CON'T)

	Performed / Not Performed	Several Times A Week / Many Times A Day / Repeatedly	Easy / Moderate / Difficult	Not Important / Important / Critical
24. Remove Gum	Y N	1 2 3	1 2 3	1 2 3
25. Scrub Garbage Cabinets	Y N	1 2 3	1 2 3	1 2 3
26.Hostess	Y N	1 2 3	1 2 3	1 2 3
27. Know Cleaning Policy	Y N	1 2 3	1 2 3	1 2 3
28. Stock Cleaning Supply Cabinet	Y N	1 2 3	1 2 3	1 2 3

COMMENTS:

Appendix D

Training Emphasis Inventories for Grill and Counter

TRAINING EMPHASIS INVENTORY

You will be asked to read a number of job task statements. These statements describe the job duties for grill employees. For each job task statement, you will be asked to make two decisions. These are discussed below.

1. First, **read each job task statement.**

2. Second, decide whether you train this task.

   Circle "Y" if YES you do train this task.

   Circle "N" if NO you do not train this job task.

3. Finally, for those statements that you circled "Y", rate that task on the emphasis given to that job task in training.

   Circle the appropriate number.

   1 = **ON THE JOB** - the trainer briefly mentions how to perform the task, but the trainee is expected to learn it on the job.

   2 = **PARTIALLY TRAINED** - the trainer teaches the task but does not expect the trainee to be completely proficient in performing the task alone--will learn the rest on the job.

   3 = **FULLY TRAINED** - the trainer teaches the entire task and expects the trainee to perform nearly perfect.

Comments may be made at the end of the survey.
(Individual responses are confidential.)

THANK YOU.

GRILL

JOB TASK STATEMENTS FILET, NUGGETS, FILET	Trained / Not Trained	On-The Job Partially Trained Fully Trained	Not Important Important Critical
1. Listen for Production Call	Y N	1 2 3	1 2 3
2. Acknowledge Production Call	Y N	1 2 3	1 2 3
3. Cook Filet	Y N	1 2 3	1 2 3
4. Stage and Steam Buns	Y N	1 2 3	1 2 3
5. Dress Buns	Y N	1 2 3	1 2 3
6. Pass Filet Up	Y N	1 2 3	1 2 3
7. Get Cheese Out of Freezer	Y N	1 2 3	1 2 3
8. Know Shelf Life for Cheese	Y N	1 2 3	1 2 3
9. Fill Small Freezer with Filet	Y N	1 2 3	1 2 3
10. Load Breaded Portions	Y N	1 2 3	1 2 3
11. Know Vat Temperatures	Y N	1 2 3	1 2 3
12. Know Cooking Times	Y N	1 2 3	1 2 3
13. Fill Shortening	Y N	1 2 3	1 2 3
14. Skim Vats	Y N	1 2 3	1 2 3
15. Check Shortening Levels	Y N	1 2 3	1 2 3
16. Know Holding Times	Y N	1 2 3	1 2 3
17. Cook Nuggets	Y N	1 2 3	1 2 3
18. Package Nuggets	Y N	1 2 3	1 2 3
19. Pass Nuggets Up	Y N	1 2 3	1 2 3
20. Cook McChicken	Y N	1 2 3	1 2 3
21. Waste Expired Product	Y N	1 2 3	1 2 3
22. Wash Hands	Y N	1 2 3	1 2 3
23. Clean Drainage Trays	Y N	1 2 3	1 2 3
24. Know Bin Levels	Y N	1 2 3	1 2 3

FILET, NUGGET, CHICKEN (CON'T)	Trained / Not Trained	On-The Job / Partially Trained / Fully Trained	Not Important / Important / Critical
25. Wipe Trays/Replace Liners	Y N	1 2 3	1 2 3
26. Wipe Down Area	Y N	1 2 3	1 2 3
27. Sweep Area	Y N	1 2 3	1 2 3
28. Assist Dress and Buns	Y N	1 2 3	1 2 3
29. Prepare Pie	Y N	1 2 3	1 2 3
30. Know Sandwich Ingredients	Y N	1 2 3	1 2 3
31. Know Frozen Product Location	Y N	1 2 3	1 2 3
32. Stock Area	Y N	1 2 3	1 2 3
33. Handle Grill Orders	Y N	1 2 3	1 2 3
34. Clean Nugget Cabinet	Y N	1 2 3	1 2 3
35. ID Frozen Product Characteristics	Y N	1 2 3	1 2 3
36. Check Finished Product Quality	Y N	1 2 3	1 2 3
37. Check for Outdated Product	Y N	1 2 3	1 2 3
JOB TASK STATEMENTS DRESS			
1. Wash Hands	Y N	1 2 3	1 2 3
2. Stock Immediate Area	Y N	1 2 3	1 2 3
3. Prepare Ingredients	Y N	1 2 3	1 2 3
4. Know Shelf Life of Condiments	Y N	1 2 3	1 2 3
5. Ask for Cheese Call	Y N	1 2 3	1 2 3
6. Handle Grill Slips	Y N	1 2 3	1 2 3
7. Prepare Tray for Grills	Y N	1 2 3	1 2 3
8. Inform Meat Person of Grills	Y N	1 2 3	1 2 3
9. Know Sandwich Ingredients	Y N	1 2 3	1 2 3

DRESS (CON'T)	Trained / Not Trained	On-The Job / Partially Trained / Fully Trained	Not Important / Important / Critical
10. Dress Buns	Y N	1 2 3	1 2 3
11. Wipe Trays/Replace Liners	Y N	1 2 3	1 2 3
12. Wipe Dress Table	Y N	1 2 3	1 2 3
13. Check condiment Quality	Y N	1 2 3	1 2 3
14. Cut Tomatoes	Y N	1 2 3	1 2 3
15. Fill Sauce Dispensers	Y N	1 2 3	1 2 3
16. Cut filet Cheese	Y N	1 2 3	1 2 3
17. Open Tubes	Y N	1 2 3	1 2 3
18. Drain Ketchup	Y N	1 2 3	1 2 3
19. Drain Pickles	Y N	1 2 3	1 2 3
20. Separate Crowns	Y N	1 2 3	1 2 3
21. Stack Mac	Y N	1 2 3	1 2 3
22. Know Location of Ingredients	Y N	1 2 3	1 2 3
23. Mark Second Life on Ingredients	Y N	1 2 3	1 2 3
24. Back Up Buns	Y N	1 2 3	1 2 3
25. Sweep Area	Y N	1 2 3	1 2 3
26. Check for Outdated Product	Y N	1 2 3	1 2 3
27. Know Bun Sections	Y N	1 2 3	1 2 3
28. Wash Hands	Y N	1 2 3	1 2 3
JOB TASK STATEMENTS BUNS			
1. Listen for Production Calls	Y N	1 2 3	1 2 3
2. Acknowledge Production Calls	Y N	1 2 3	1 2 3
3. Communicate with Meat Person	Y N	1 2 3	1 2 3

BUNS (CON'T)	Trained / Not Trained	On-The Job / Partially Trained / Fully Trained	Not Important / Important / Critical
4. Stage Buns	Y N	1 2 3	1 2 3
5. Toast Buns	Y N	1 2 3	1 2 3
6. Check for Outdated Product	Y N	1 2 3	1 2 3
7. Wash Hands	Y N	1 2 3	1 2 3
8. Placement of Toasted Buns	Y N	1 2 3	1 2 3
9. Backup Dress	Y N	1 2 3	1 2 3
10. Sweep Area	Y N	1 2 3	1 2 3
11. Fill Meat Freezer	Y N	1 2 3	1 2 3
12. Wipe Trays/Replace Liners	Y N	1 2 3	1 2 3
13. Stack Bun Boards	Y N	1 2 3	1 2 3
14. Relay Filet	Y N	1 2 3	1 2 3
15. Wipe Dress Table	Y N	1 2 3	1 2 3
16. Stock Immediate Area	Y N	1 2 3	1 2 3
17. Adjust Toaster	Y N	1 2 3	1 2 3
18. Save Bun Plastics	Y N	1 2 3	1 2 3
19. Wipe Off Bun Spats	Y N	1 2 3	1 2 3
20. Know Toaster Temperatures	Y N	1 2 3	1 2 3
21. Know Bun Location	Y N	1 2 3	1 2 3
22. Check Bun Quality	Y N	1 2 3	1 2 3
23. Waste Procedures	Y N	1 2 3	1 2 3
24. Know Bun Sections	Y N	1 2 3	1 2 3
JOB TASK STATEMENTS 10:1			
1. Work Fast	Y N	1 2 3	1 2 3

10:1 (CON'T)	Trained / Not Trained	On-The Job: Partially Trained / Fully Trained	Not Important / Important / Critical
2. Scrape Grill	Y N	1 2 3	1 2 3
3. Get Meat from Freezer	Y N	1 2 3	1 2 3
4. Wipe Area	Y N	1 2 3	1 2 3
5. Know Grill Temperatures	Y N	1 2 3	1 2 3
6. Rotate Meat Runs	Y N	1 2 3	1 2 3
7. Sharpen Spats and Scrapers	Y N	1 2 3	1 2 3
8. Spray Screens	Y N	1 2 3	1 2 3
9. Pull Grills First	Y N	1 2 3	1 2 3
10. Know Cooking Procedures	Y N	1 2 3	1 2 3
11. Know Waste Product Procedures	Y N	1 2 3	1 2 3
12. Empty Garbage	Y N	1 2 3	1 2 3
13. Wipe Top of Bin	Y N	1 2 3	1 2 3
14. Change Grill Clothes	Y N	1 2 3	1 2 3
15. Wipe Spat	Y N	1 2 3	1 2 3
16. Remove Trays from Bin	Y N	1 2 3	1 2 3
17. Backup Dress and Buns	Y N	1 2 3	1 2 3
18. Prepare Cooking Ingredients	Y N	1 2 3	1 2 3
19. Communicate with Grill Team	Y N	1 2 3	1 2 3
20. Refill dispensers	Y N	1 2 3	1 2 3
21. Check Frozen Product Quality	Y N	1 2 3	1 2 3
22. Check Finished Product Quality	Y N	1 2 3	1 2 3
23. Empty Troughs	Y N	1 2 3	1 2 3
24. Stock Immediate Area	Y N	1 2 3	1 2 3
25. Wash Hands	Y N	1 2 3	1 2 3

	Trained / Not Trained	On-The Job: Partially Trained / Fully Trained	Not Important / Important / Critical
10:1 (CON'T)			
26. Know Cooking Times	Y N	1 2 3	1 2 3
JOB TASK STATEMENTS 4:1			
1. Stage Buns	Y N	1 2 3	1 2 3
2. Toast Buns	Y N	1 2 3	1 2 3
3. Dress Buns	Y N	1 2 3	1 2 3
4. Pass Up Product	Y N	1 2 3	1 2 3
5. Relay Nuggets and Chicken	Y N	1 2 3	1 2 3
6. Ask for KDLT Call	Y N	1 2 3	1 2 3
7. Stock Foams	Y N	1 2 3	1 2 3
8. Operate Miniclam	Y N	1 2 3	1 2 3
9. Prepare Grill	Y N	1 2 3	1 2 3
10. Clean Miniclam	Y N	1 2 3	1 2 3
11. Hand Grills to Stations	Y N	1 2 3	1 2 3
12. Backup Other Stations	Y N	1 2 3	1 2 3
JOB TASK STATEMENTS SECONDARY DUTIES			
1. Sweep Entire Grill Area	Y N	1 2 3	1 2 3
2. Mop	Y N	1 2 3	1 2 3
3. HI/LO	Y N	1 2 3	1 2 3
4. Empty Garbage/Make Runs	Y N	1 2 3	1 2 3
5. Clean Back Room	Y N	1 2 3	1 2 3
6. Spray Screen	Y N	1 2 3	1 2 3
7. Sharpen Spats and Scrapers	Y N	1 2 3	1 2 3

SECONDARY DUTIES (CON'T)	Trained / Not Trained	On-The Job / Partially Trained / Fully Trained	Not Important / Important / Critical
8. Check Restrooms	Y N	1 2 3	1 2 3
9. Stock Grill	Y N	1 2 3	1 2 3
10. Wash Dishes	Y N	1 2 3	1 2 3
11. Unload Truck	Y N	1 2 3	1 2 3
12. Check Lobby	Y N	1 2 3	1 2 3
13. Fill Fri Baskets	Y N	1 2 3	1 2 3
14. Check Lot	Y N	1 2 3	1 2 3
15. Change Outside Containers	Y N	1 2 3	1 2 3
16. Wash Towels	Y N	1 2 3	1 2 3
17. Breakdown Boxes	Y N	1 2 3	1 2 3
18. Cut Off Box Tops	Y N	1 2 3	1 2 3

COMMENTS:

TRAINING EMPHASIS INVENTORY

You will be asked to read a number of job task statements. These statements describe the job duties for window employees. For each job task statement, you will be asked to make three decisions. These are discussed below.

1. First, **read each job task statement**.

2. Second, decide whether you train this task.

   Circle "Y" if YES you do train this task.

   Circle "N" if NO you do not train this job task.

3. Finally, for those statements that you circled "Y", rate that task on the emphasis given to that job task in training.

   Circle the appropriate number.

   1 = **ON THE JOB** - the trainer briefly mentions how to perform the task, but the trainee is expected to learn it on the job.

   2 = **PARTIALLY TRAINED** - the trainer teaches the task but does not expect the trainee to be completely proficient in performing the task alone--will learn the rest on the job.

   3 = **FULLY TRAINED** - the trainer teaches the entire task and expects the trainee to perform nearly perfect.

4. Finally, rate the **IMPORTANCE** of each task. Importance is how critical the task is to performing the job effectively.

   Circle the appropriate number.

   1 = **NOT IMPORTANT** - failure to perform this task would not effect overall job performance.

   2 = **IMPORTANT** - failure to perform this task would not allow employee to perform effectively.

   3 = **CRITICAL** - failure to perform this task would seriously hinder job performance and impact on team performance.

Comments may be made at the end of the survey.
(Individual responses are confidential.)

THANK YOU.

COUNTER

JOB TASK STATEMENTS WINDOW	Trained / Not Trained	On-The Job: Partially Trained / Fully Trained	Not Important / Important / Critical
1. Greet Customer	Y N	1 2 3	1 2 3
2. Take Order	Y N	1 2 3	1 2 3
3. Suggestive Sell	Y N	1 2 3	1 2 3
4. Assemble Order	Y N	1 2 3	1 2 3
5. Pour Drinks	Y N	1 2 3	1 2 3
6. Make Sundaes/Cones	Y N	1 2 3	1 2 3
7. Place Sandwiches on Tray	Y N	1 2 3	1 2 3
8. Bag Fries	Y N	1 2 3	1 2 3
9. Collect Payment	Y N	1 2 3	1 2 3
10. Operate Cash Register	Y N	1 2 3	1 2 3
11. Get Check Approved	Y N	1 2 3	1 2 3
12. Make Change	Y N	1 2 3	1 2 3
13. Present Food	Y N	1 2 3	1 2 3
14. Thank Customer/Repeat Business	Y N	1 2 3	1 2 3
15. Pass Out Condiments	Y N	1 2 3	1 2 3
16. Bag Food	Y N	1 2 3	1 2 3
17. Aware of Customers	Y N	1 2 3	1 2 3
18. Collect and Wipe Brown Trays	Y N	1 2 3	1 2 3
19. Make Stocklist	Y N	1 2 3	1 2 3
20. Stock Immediate Area	Y N	1 2 3	1 2 3
21. Fill Shake/Sundae Machine	Y N	1 2 3	1 2 3
22. Make Coffee	Y N	1 2 3	1 2 3
23. Sweep	Y N	1 2 3	1 2 3

WINDOW (CON'T)	Trained / Not Trained	On-The Job: Partially Trained / Fully Trained	Not Important / Important / Critical
24. Mop	Y N	1 2 3	1 2 3
25. Wipe Down Counter	Y N	1 2 3	1 2 3
26. Wrap Sandwiches	Y N	1 2 3	1 2 3
27. Fill Ice Bins	Y N	1 2 3	1 2 3
28. Fill Cups/Lids	Y N	1 2 3	1 2 3
29. Fill Condiments	Y N	1 2 3	1 2 3
30. Fill Barrels	Y N	1 2 3	1 2 3
31. Wash Salad Cabinet	Y N	1 2 3	1 2 3
32. Answer Customer Questions	Y N	1 2 3	1 2 3
33. Backup Others	Y N	1 2 3	1 2 3
34. Make Salads	Y N	1 2 3	1 2 3
35. Punch In/Out	Y N	1 2 3	1 2 3
36. Place Name in Cash Drawer	Y N	1 2 3	1 2 3
37. Check Crew Sheet	Y N	1 2 3	1 2 3
38. Check for Secondary Duties	Y N	1 2 3	1 2 3
39. Call Production	Y N	1 2 3	1 2 3
40. Indicate Food Needs	Y N	1 2 3	1 2 3
41. Communicate with Manager	Y N	1 2 3	1 2 3
42. Wash Hands	Y N	1 2 3	1 2 3
43. Smile	Y N	1 2 3	1 2 3
44. Clean Drink Towers	Y N	1 2 3	1 2 3
45. Assemble Happy Meals	Y N	1 2 3	1 2 3
46. Wash Towels	Y N	1 2 3	1 2 3
47. Package Coleslaw/Cocktail Sauce	Y N	1 2 3	1 2 3

WINDOW (CONT)	Trained / Not Trained	On-The Job / Partially Trained / Fully Trained	Not Important / Important / Critical
48. Fill Fri Baskets	Y N	1 2 3	1 2 3
49. Empty Garbage	Y N	1 2 3	1 2 3
50. Make Garbage Runs	Y N	1 2 3	1 2 3
51. Clean Spill Trays	Y N	1 2 3	1 2 3
52. Clean Sundae Toppings Area	Y N	1 2 3	1 2 3
53. Wipe Out Cookies Holder	Y N	1 2 3	1 2 3
54. Wipe Out Condiment Holders	Y N	1 2 3	1 2 3
55. Clean Pie Cabinet	Y N	1 2 3	1 2 3
56. Box Pie	Y N	1 2 3	1 2 3
57. Observe Food Quality	Y N	1 2 3	1 2 3
58. Handle Promos/Coupons	Y N	1 2 3	1 2 3
59. Handle Customer Requests	Y N	1 2 3	1 2 3
60. Know Uniform Code	Y N	1 2 3	1 2 3
61. Know Store Policies	Y N	1 2 3	1 2 3
62. Waste Expired Product	Y N	1 2 3	1 2 3
63. Handle Grill Orders	Y N	1 2 3	1 2 3
64. Fill Out Time Off Requests	Y N	1 2 3	1 2 3
65. Breakdown Boxes	Y N	1 2 3	1 2 3
66. Use Sanitized/Unsanitized Towels	Y N	1 2 3	1 2 3
67. Clean Milk/Creamer Cooler	Y N	1 2 3	1 2 3
68. Know Holding Times	Y N	1 2 3	1 2 3
69. Check for Outdated Product	Y N	1 2 3	1 2 3
70. Replace Spilled/Dropped Product	Y N	1 2 3	1 2 3
71. Know Services Standards	Y N	1 2 3	1 2 3

JOB TASK STATEMENTS DRIVE THRU DT must perform window tasks and:	Trained Not Trained	On-The Job Partially Trained Fully Trained	Not Important Important Critical
1. Re-Greet Customer	Y N	1 2 3	1 2 3
2. Park Cars	Y N	1 2 3	1 2 3
3. Put Condiments in Bag	Y N	1 2 3	1 2 3
4. Put Napkins/Straws in Bag	Y N	1 2 3	1 2 3
5. Assemble Order on Cart	Y N	1 2 3	1 2 3
6. Check Bag for Order Accuracy	Y N	1 2 3	1 2 3
7. Put on Headset	Y N	1 2 3	1 2 3
8. Operate Headset	Y N	1 2 3	1 2 3
9. Change Batteries in Headset	Y N	1 2 3	1 2 3
10. Clear Out Order Screen	Y N	1 2 3	1 2 3
11. Watch Rerun on Shake/Sundae	Y N	1 2 3	1 2 3
12. Work Fast	Y N	1 2 3	1 2 3
13. Communicate with DT Team	Y N	1 2 3	1 2 3
14. Stock DT	Y N	1 2 3	1 2 3
15. Clean DT Stations	Y N	1 2 3	1 2 3
16. Use Coin Changer	Y N	1 2 3	1 2 3
17. Run Out Orders	Y N	1 2 3	1 2 3
18. Sort Tomatoes	Y N	1 2 3	1 2 3
JOB TASK STATEMENTS FRIES			
1. Fill Fri Baskets	Y N	1 2 3	1 2 3
2. Place Baskets on Rack	Y N	1 2 3	1 2 3

FRIES (CON'T)	Trained / Not Trained	On-The Job / Partially Trained / Fully Trained	Not Important / Important / Critical
3. Fill Shortening	Y N	1 2 3	1 2 3
4. Check Vat Temperatures	Y N	1 2 3	1 2 3
5. Screw on Probe	Y N	1 2 3	1 2 3
6. Stock Boxes, Bags, Salt	Y N	1 2 3	1 2 3
7. Weigh Fries	Y N	1 2 3	1 2 3
8. Sweep Area	Y N	1 2 3	1 2 3
9. Wipe Area	Y N	1 2 3	1 2 3
10. Clean Underneath	Y N	1 2 3	1 2 3
11. Waste Expired Product	Y N	1 2 3	1 2 3
12. Watch Customer Flow	Y N	1 2 3	1 2 3
13. Get Fries from Freezer	Y N	1 2 3	1 2 3
14. Skim Vats	Y N	1 2 3	1 2 3
15. Fill Salt Shaker	Y N	1 2 3	1 2 3
16. Wash Fri Scooper	Y N	1 2 3	1 2 3
17. Rotate cooking Vats	Y N	1 2 3	1 2 3
18. Cook Fries	Y N	1 2 3	1 2 3
19. Wash Hands	Y N	1 2 3	1 2 3
20. Clean as You GO	Y N	1 2 3	1 2 3
21. Mark Racks with Time Cards	Y N	1 2 3	1 2 3
22. Know Holding Times	Y N	1 2 3	1 2 3
23. Package Fries	Y N	1 2 3	1 2 3
24. Backup Others	Y N	1 2 3	1 2 3
25. Thaw Fries	Y N	1 2 3	1 2 3

JOB TASK STATEMENTS LOBBY	Trained / Not Trained	On-The Job Partially Trained Fully Trained	Not Important Important Critical
1. Prepare Highchairs	Y N	1 2 3	1 2 3
2. Wipe Tables/Benches	Y N	1 2 3	1 2 3
3. Return Trays to Counter	Y N	1 2 3	1 2 3
4. Wipe Trays	Y N	1 2 3	1 2 3
5. Sweep	Y N	1 2 3	1 2 3
6. Mop	Y N	1 2 3	1 2 3
7. Clean Windows/Doors	Y N	1 2 3	1 2 3
8. Check Restrooms	Y N	1 2 3	1 2 3
9. Stomp Garbage	Y N	1 2 3	1 2 3
10. Empty Garbage	Y N	1 2 3	1 2 3
11. Straighten Papers	Y N	1 2 3	1 2 3
12. Fill Napkins/Straws	Y N	1 2 3	1 2 3
13. Check Lot	Y N	1 2 3	1 2 3
14. Aid Customers	Y N	1 2 3	1 2 3
15. Change Ash Trays	Y N	1 2 3	1 2 3
16. Dust Plants	Y N	1 2 3	1 2 3
17. Bring in S&P Shakers	Y N	1 2 3	1 2 3
18. Wipe Booster Chairs	Y N	1 2 3	1 2 3
19. Make Garbage Runs	Y N	1 2 3	1 2 3
20. Use Trash Compactor	Y N	1 2 3	1 2 3
21. Backup Others	Y N	1 2 3	1 2 3
22. Wash Hands	Y N	1 2 3	1 2 3
23. Raise/Lower Shades	Y N	1 2 3	1 2 3

LOBBY (CON'T)	Trained / Not Trained	On-The Job / Partially Trained / Fully Trained	Not Important / Important / Critical
24. Remove Gum	Y N	1 2 3	1 2 3
25. Scrub Garbage Cabinets	Y N	1 2 3	1 2 3
26.Hostess	Y N	1 2 3	1 2 3
27. Know Cleaning Policy	Y N	1 2 3	1 2 3
28. Stock Cleaning Supply Cabinet	Y N	1 2 3	1 2 3

COMMENTS:

Appendix E

Training Effectiveness Inventories for Grill and Counter

TRAINING EFFECTIVENESS INVENTORY

You will be asked to read a number of job task statements. These statements describe the job duties for grill employees. For each statement, you will be asked to make two decisions. These decisions are discussed below.

1. First, **read each job task statement.**

2. Second, rate how well you think your training prepared you to perform each task.

   Circle the appropriate number.

   1 = **VERY UNPREPARED** - not trained at all, learned it on the job

   2 = **UNPREPARED** - task was introduced, but you were not ready to perform it alone.

   3 = **PREPARED** - you could perform the task, but you were not very confident

   4 = **VERY PREPARED** - trained completely, you knew exactly how to perform the task and were extremely confident.

3. Finally, indicate whether you received follow-up training for each task.

   Circle "Y" for <u>YES</u> you did receive follow-up training.

   Circle "N" for <u>NO</u> you did not receive follow-up training.

Comments may be made at the end of the survey.
(All individual responses are confidential.)

THANK YOU.

GRILL

JOB TASK STATEMENTS
FILET, NUGGETS, FILET

	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
1. Listen for Production Call	1 2 3 4	Y N
2. Acknowledge Production Call	1 2 3 4	Y N
3. Cook Filet	1 2 3 4	Y N
4. Stage and Steam Buns	1 2 3 4	Y N
5. Dress Buns	1 2 3 4	Y N
6. Pass Filet Up	1 2 3 4	Y N
7. Get Cheese Out of Freezer	1 2 3 4	Y N
8. Know Shelf Life for Cheese	1 2 3 4	Y N
9. Fill Small Freezer with Filet	1 2 3 4	Y N
10. Load Breaded Portions	1 2 3 4	Y N
11. Know Vat Temperatures	1 2 3 4	Y N
12. Know Cooking Times	1 2 3 4	Y N
13. Fill Shortening	1 2 3 4	Y N
14. Skim Vats	1 2 3 4	Y N
15. Check Shortening Levels	1 2 3 4	Y N
16. Know Holding Times	1 2 3 4	Y N
17. Cook Nuggets	1 2 3 4	Y N
18. Package Nuggets	1 2 3 4	Y N
19. Pass Nuggets Up	1 2 3 4	Y N
20. Cook McChicken	1 2 3 4	Y N
21. Waste Expired Product	1 2 3 4	Y N
22. Wash Hands	1 2 3 4	Y N
23. Clean Drainage Trays	1 2 3 4	Y N
24. Know Bin Levels	1 2 3 4	Y N

	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
FILET, NUGGET, CHICKEN (CON'T)		
25. Wipe Trays/Replace Liners	1 2 3 4	Y N
26. Wipe Down Area	1 2 3 4	Y N
27. Sweep Area	1 2 3 4	Y N
28. Assist Dress and Buns	1 2 3 4	Y N
29. Prepare Pie	1 2 3 4	Y N
30. Know Sandwich Ingredients	1 2 3 4	Y N
31. Know Frozen Product Location	1 2 3 4	Y N
32. Stock Area	1 2 3 4	Y N
33. Handle Grill Orders	1 2 3 4	Y N
34. Clean Nugget Cabinet	1 2 3 4	Y N
35. ID Frozen Product Characteristics	1 2 3 4	Y N
36. Check Finished Product Quality	1 2 3 4	Y N
37. Check for Outdated Product	1 2 3 4	Y N
JOB TASK STATEMENTS **DRESS**		
1. Wash Hands	1 2 3 4	Y N
2. Stock Immediate Area	1 2 3 4	Y N
3. Prepare Ingredients	1 2 3 4	Y N
4. Know Shelf Life of Condiments	1 2 3 4	Y N
5. Ask for Cheese Call	1 2 3 4	Y N
6. Handle Grill Slips	1 2 3 4	Y N
7. Prepare Tray for Grills	1 2 3 4	Y N
8. Inform Meat Person of Grills	1 2 3 4	Y N
9. Know Sandwich Ingredients	1 2 3 4	Y N

	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
DRESS (CON'T)		
10. Dress Buns	1 2 3 4	Y N
11. Wipe Trays/Replace Liners	1 2 3 4	Y N
12. Wipe Dress Table	1 2 3 4	Y N
13. Check condiment Quality	1 2 3 4	Y N
14. Cut Tomatoes	1 2 3 4	Y N
15. Fill Sauce Dispensers	1 2 3 4	Y N
16. Cut filet Cheese	1 2 3 4	Y N
17. Open Tubes	1 2 3 4	Y N
18. Drain Ketchup	1 2 3 4	Y N
19. Drain Pickles	1 2 3 4	Y N
20. Separate Crowns	1 2 3 4	Y N
21. Stack Mac	1 2 3 4	Y N
22. Know Location of Ingredients	1 2 3 4	Y N
23. Mark Second Life on Ingredients	1 2 3 4	Y N
24. Back Up Buns	1 2 3 4	Y N
25. Sweep Area	1 2 3 4	Y N
26. Check for Outdated Product	1 2 3 4	Y N
27. Know Bun Sections	1 2 3 4	Y N
28. Wash Hands	1 2 3 4	Y N
JOB TASK STATEMENTS BUNS		
1. Listen for Production Calls	1 2 3 4	Y N
2. Acknowledge Production Calls	1 2 3 4	Y N
3. Communicate with Meat Person	1 2 3 4	Y N

	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
BUNS (CON'T)		
4. Stage Buns	1 2 3 4	Y N
5. Toast Buns	1 2 3 4	Y N
6. Check for Outdated Product	1 2 3 4	Y N
7. Wash Hands	1 2 3 4	Y N
8. Placement of Toasted Buns	1 2 3 4	Y N
9. Backup Dress	1 2 3 4	Y N
10. Sweep Area	1 2 3 4	Y N
11. Fill Meat Freezer	1 2 3 4	Y N
12. Wipe Trays/Replace Liners	1 2 3 4	Y N
13. Stack Bun Boards	1 2 3 4	Y N
14. Relay Filet	1 2 3 4	Y N
15. Wipe Dress Table	1 2 3 4	Y N
16. Stock Immediate Area	1 2 3 4	Y N
17. Adjust Toaster	1 2 3 4	Y N
18. Save Bun Plastics	1 2 3 4	Y N
19. Wipe Off Bun Spats	1 2 3 4	Y N
20. Know Toaster Temperatures	1 2 3 4	Y N
21. Know Bun Location	1 2 3 4	Y N
22. Check Bun Quality	1 2 3 4	Y N
23. Waste Procedures	1 2 3 4	Y N
24. Know Bun Sections	1 2 3 4	Y N
JOB TASK STATEMENTS **10:1**		
1. Work Fast	1 2 3 4	Y N

10:1 (CON'T)	Very Unprepared / Unprepared / Prepared / Very Prepared	Follow-Up / No Follow-Up
2. Scrape Grill	1 2 3 4	Y N
3. Get Meat from Freezer	1 2 3 4	Y N
4. Wipe Area	1 2 3 4	Y N
5. Know Grill Temperatures	1 2 3 4	Y N
6. Rotate Meat Runs	1 2 3 4	Y N
7. Sharpen Spats and Scrapers	1 2 3 4	Y N
8. Spray Screens	1 2 3 4	Y N
9. Pull Grills First	1 2 3 4	Y N
10. Know Cooking Procedures	1 2 3 4	Y N
11. Know Waste Product Procedures	1 2 3 4	Y N
12. Empty Garbage	1 2 3 4	Y N
13. Wipe Top of Bin	1 2 3 4	Y N
14. Change Grill Clothes	1 2 3 4	Y N
15. Wipe Spat	1 2 3 4	Y N
16. Remove Trays from Bin	1 2 3 4	Y N
17. Backup Dress and Buns	1 2 3 4	Y N
18. Prepare Cooking Ingredients	1 2 3 4	Y N
19. Communicate with Grill Team	1 2 3 4	Y N
20. Refill dispensers	1 2 3 4	Y N
21. Check Frozen Product Quality	1 2 3 4	Y N
22. Check Finished Product Quality	1 2 3 4	Y N
23. Empty Troughs	1 2 3 4	Y N
24. Stock Immediate Area	1 2 3 4	Y N
25. Wash Hands	1 2 3 4	Y N

	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
10:1 (CON'T)		
26. Know Cooking Times	1 2 3 4	Y N
JOB TASK STATEMENTS **4:1**		
1. Stage Buns	1 2 3 4	Y N
2. Toast Buns	1 2 3 4	Y N
3. Dress Buns	1 2 3 4	Y N
4. Pass Up Product	1 2 3 4	Y N
5. Relay Nuggets and Chicken	1 2 3 4	Y N
6. Ask for KDLT Call	1 2 3 4	Y N
7. Stock Foams	1 2 3 4	Y N
8. Operate Miniclam	1 2 3 4	Y N
9. Prepare Grill	1 2 3 4	Y N
10. Clean Miniclam	1 2 3 4	Y N
11. Hand Grills to Stations	1 2 3 4	Y N
12. Backup Other Stations	1 2 3 4	Y N
JOB TASK STATEMENTS **SECONDARY DUTIES**		
1. Sweep Entire Grill Area	1 2 3 4	Y N
2. Mop	1 2 3 4	Y N
3. HI/LO	1 2 3 4	Y N
4. Empty Garbage/Make Runs	1 2 3 4	Y N
5. Clean Back Room	1 2 3 4	Y N
6. Spray Screen	1 2 3 4	Y N
7. Sharpen Spats and Scrapers	1 2 3 4	Y N

SECONDARY DUTIES (CON'T)	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
8. Check Restrooms	1 2 3 4	Y N
9. Stock Grill	1 2 3 4	Y N
10. Wash Dishes	1 2 3 4	Y N
11. Unload Truck	1 2 3 4	Y N
12. Check Lobby	1 2 3 4	Y N
13. Fill Fri Baskets	1 2 3 4	Y N
14. Check Lot	1 2 3 4	Y N
15. Change Outside Containers	1 2 3 4	Y N
16. Wash Towels	1 2 3 4	Y N
17. Breakdown Boxes	1 2 3 4	Y N
18. Cut Off Box Tops	1 2 3 4	Y N

COMMENTS:

TRAINING EFFECTIVENESS INVENTORY

You will be asked to read a number of job task statements. These statements describe the job duties for window employees. For each statement, you will be asked to make two decisions. These decisions are discussed below.

1. First, **read each job task statement.**

2. Second, rate how well you think your training prepared you to perform each task.

   Circle the appropriate number.

   1 = **VERY UNPREPARED** - not trained at all, learned it on the job

   2 = **UNPREPARED** - task was introduced, but you were not ready to perform it alone.

   3 = **PREPARED** - you could perform the task, but you were not very confident

   4 = **VERY PREPARED** - trained completely, you knew exactly how to perform the task and were extremely confident.

3. Finally, indicate whether you received follow-up training for each task.

   Circle "Y" for <u>YES</u> you did receive follow-up training.

   Circle "N" for <u>NO</u> you did not receive follow-up training.

Comments may be made at the end of the survey.
(All individual responses are confidential.)

THANK YOU.

COUNTER

JOB TASK STATEMENTS WINDOW	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
1. Greet Customer	1 2 3 4	Y N
2. Take Order	1 2 3 4	Y N
3. Suggestive Sell	1 2 3 4	Y N
4. Assemble Order	1 2 3 4	Y N
5. Pour Drinks	1 2 3 4	Y N
6. Make Sundaes/Cones	1 2 3 4	Y N
7. Place Sandwiches on Tray	1 2 3 4	Y N
8. Bag Fries	1 2 3 4	Y N
9. Collect Payment	1 2 3 4	Y N
10. Operate Cash Register	1 2 3 4	Y N
11. Get Check Approved	1 2 3 4	Y N
12. Make Change	1 2 3 4	Y N
13. Present Food	1 2 3 4	Y N
14. Thank Customer/Repeat Business	1 2 3 4	Y N
15. Pass Out Condiments	1 2 3 4	Y N
16. Bag Food	1 2 3 4	Y N
17. Aware of Customers	1 2 3 4	Y N
18. Collect and Wipe Brown Trays	1 2 3 4	Y N
19. Make Stocklist	1 2 3 4	Y N
20. Stock Immediate Area	1 2 3 4	Y N
21. Fill Shake/Sundae Machine	1 2 3 4	Y N
22. Make Coffee	1 2 3 4	Y N
23. Sweep	1 2 3 4	Y N

WINDOW (CON'T)	Very Unprepared / Unprepared / Prepared / Very Prepared	Follow-Up / No Follow-Up
24. Mop	1 2 3 4	Y N
25. Wipe Down Counter	1 2 3 4	Y N
26. Wrap Sandwiches	1 2 3 4	Y N
27. Fill Ice Bins	1 2 3 4	Y N
28. Fill Cups/Lids	1 2 3 4	Y N
29. Fill Condiments	1 2 3 4	Y N
30. Fill Barrels	1 2 3 4	Y N
31. Wash Salad Cabinet	1 2 3 4	Y N
32. Answer Customer Questions	1 2 3 4	Y N
33. Backup Others	1 2 3 4	Y N
34. Make Salads	1 2 3 4	Y N
35. Punch In/Out	1 2 3 4	Y N
36. Place Name in Cash Drawer	1 2 3 4	Y N
37. Check Crew Sheet	1 2 3 4	Y N
38. Check for Secondary Duties	1 2 3 4	Y N
39. Call Production	1 2 3 4	Y N
40. Indicate Food Needs	1 2 3 4	Y N
41. Communicate with Manager	1 2 3 4	Y N
42. Wash Hands	1 2 3 4	Y N
43. Smile	1 2 3 4	Y N
44. Clean Drink Towers	1 2 3 4	Y N
45. Assemble Happy Meals	1 2 3 4	Y N
46. Wash Towels	1 2 3 4	Y N
47. Package Coleslaw/Cocktail Sauce	1 2 3 4	Y N

WINDOW (CON'T)	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
48. Fill Fri Baskets	1 2 3 4	Y N
49. Empty Garbage	1 2 3 4	Y N
50. Make Garbage Runs	1 2 3 4	Y N
51. Clean Spill Trays	1 2 3 4	Y N
52. Clean Sundae Toppings Area	1 2 3 4	Y N
53. Wipe Out Cookies Holder	1 2 3 4	Y N
54. Wipe Out Condiment Holders	1 2 3 4	Y N
55. Clean Pie Cabinet	1 2 3 4	Y N
56. Box Pie	1 2 3 4	Y N
57. Observe Food Quality	1 2 3 4	Y N
58. Handle Promos/Coupons	1 2 3 4	Y N
59. Handle Customer Requests	1 2 3 4	Y N
60. Know Uniform Code	1 2 3 4	Y N
61. Know Store Policies	1 2 3 4	Y N
62. Waste Expired Product	1 2 3 4	Y N
63. Handle Grill Orders	1 2 3 4	Y N
64. Fill Out Time Off Requests	1 2 3 4	Y N
65. Breakdown Boxes	1 2 3 4	Y N
66. Use Sanitized/Unsanitized Towels	1 2 3 4	Y N
67. Clean Milk/Creamer Cooler	1 2 3 4	Y N
68. Know Holding Times	1 2 3 4	Y N
69. Check for Outdated Product	1 2 3 4	Y N
70. Replace Spilled/Dropped Product	1 2 3 4	Y N
71. Know Services Standards	1 2 3 4	Y N

JOB TASK STATEMENTS
DRIVE THRU

DT must perform window tasks and:

	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
1. Re-Greet Customer	1 2 3 4	Y N
2. Park Cars	1 2 3 4	Y N
3. Put Condiments in Bag	1 2 3 4	Y N
4. Put Napkins/Straws in Bag	1 2 3 4	Y N
5. Assemble Order on Cart	1 2 3 4	Y N
6. Check Bag for Order Accuracy	1 2 3 4	Y N
7. Put on Headset	1 2 3 4	Y N
8. Operate Headset	1 2 3 4	Y N
9. Change Batteries in Headset	1 2 3 4	Y N
10. Clear Out Order Screen	1 2 3 4	Y N
11. Watch Rerun on Shake/Sundae	1 2 3 4	Y N
12. Work Fast	1 2 3 4	Y N
13. Communicate with DT Team	1 2 3 4	Y N
14. Stock DT	1 2 3 4	Y N
15. Clean DT Stations	1 2 3 4	Y N
16. Use Coin Changer	1 2 3 4	Y N
17. Run Out Orders	1 2 3 4	Y N
18. Sort Tomatoes	1 2 3 4	Y N

JOB TASK STATEMENTS
FRIES

1. Fill Fri Baskets	1 2 3 4	Y N
2. Place Baskets on Rack	1 2 3 4	Y N

FRIES (CONT'D)	Very Unprepared / Unprepared / Prepared / Very Prepared	Follow-Up / No Follow-Up
3. Fill Shortening	1 2 3 4	Y N
4. Check Vat Temperatures	1 2 3 4	Y N
5. Screw on Probe	1 2 3 4	Y N
6. Stock Boxes, Bags, Salt	1 2 3 4	Y N
7. Weigh Fries	1 2 3 4	Y N
8. Sweep Area	1 2 3 4	Y N
9. Wipe Area	1 2 3 4	Y N
10. Clean Underneath	1 2 3 4	Y N
11. Waste Expired Product	1 2 3 4	Y N
12. Watch Customer Flow	1 2 3 4	Y N
13. Get Fries from Freezer	1 2 3 4	Y N
14. Skim Vats	1 2 3 4	Y N
15. Fill Salt Shaker	1 2 3 4	Y N
16. Wash Fri Scooper	1 2 3 4	Y N
17. Rotate cooking Vats	1 2 3 4	Y N
18. Cook Fries	1 2 3 4	Y N
19. Wash Hands	1 2 3 4	Y N
20. Clean as You GO	1 2 3 4	Y N
21. Mark Racks with Time Cards	1 2 3 4	Y N
22. Know Holding Times	1 2 3 4	Y N
23. Package Fries	1 2 3 4	Y N
24. Backup Others	1 2 3 4	Y N
25. Thaw Fries	1 2 3 4	Y N

JOB TASK STATEMENTS LOBBY	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
1. Prepare Highchairs	1 2 3 4	Y N
2. Wipe Tables/Benches	1 2 3 4	Y N
3. Return Trays to Counter	1 2 3 4	Y N
4. Wipe Trays	1 2 3 4	Y N
5. Sweep	1 2 3 4	Y N
6. Mop	1 2 3 4	Y N
7. Clean Windows/Doors	1 2 3 4	Y N
8. Check Restrooms	1 2 3 4	Y N
9. Stomp Garbage	1 2 3 4	Y N
10. Empty Garbage	1 2 3 4	Y N
11. Straighten Papers	1 2 3 4	Y N
12. Fill Napkins/Straws	1 2 3 4	Y N
13. Check Lot	1 2 3 4	Y N
14. Aid Customers	1 2 3 4	Y N
15. Change Ash Trays	1 2 3 4	Y N
16. Dust Plants	1 2 3 4	Y N
17. Bring in S&P Shakers	1 2 3 4	Y N
18. Wipe Booster Chairs	1 2 3 4	Y N
19. Make Garbage Runs	1 2 3 4	Y N
20. Use Trash Compactor	1 2 3 4	Y N
21. Backup Others	1 2 3 4	Y N
22. Wash Hands	1 2 3 4	Y N
23. Raise/Lower Shades	1 2 3 4	Y N

	Very Unprepared Unprepared Prepared Very Prepared	Follow-Up No Follow-Up
LOBBY (CON'T)		
24. Remove Gum	1 2 3 4	Y N
25. Scrub Garbage Cabinets	1 2 3 4	Y N
26.Hostess	1 2 3 4	Y N
27. Know Cleaning Policy	1 2 3 4	Y N
28. Stock Cleaning Supply Cabinet	1 2 3 4	Y N

COMMENTS:

Appendix F

Minimum Value of CVR for Significance

Minimum Value of CVR for Significance

One Tailed Test P = .05

N Raters	Minimum CVR
5	.99
7	.98
9	.78
10	.62
15	.49
20	.42
25	.37
30	.33
35	.31
40	.29
50	.252
60	.229
70	.211
80	.196
90	.185
100	.175
110	.166
120	.158
130	.152
140	.146
150	.141

Appendix G

Trainer and Recent Training Graduate Comments

Trainer and Recent Training Graduate Comments

Trainer Comments

1. Schedule longer shifts when training. It seems like we just get started and its time to go home.
2. Schedule trainer and trainee as one person and stick to it.
3. Need more time downstairs without being rushed by managers to get on the floor.
4. Management needs to be more selective in hiring.
5. Trainers should participate in 30-day reviews of new employees.
6. Have everyone wear nametags so trainees know who everyone is.
7. Have trainees where trainee nametags so that customers know that this is a new person,
8. Schedule Lobby after trainees have learned Fries and Window
9. Need more training time on the grills (4:1; 10:1).
10. Grill needs more than six days to train.
11. Schedule grill trainees during rush so they can perform turn lays.

Recent Graduates

1. I never had a real trainer and never had follow-up training because they considered me a quick learner.
2. I was never trained. Just expected to learn as I went along.
3. Training was started, but was cut off because I caught on well.
4. Was left to learn most of the jobs on my own.
5. Need more one-on-one time with trainer.
6. Its assumed that once you know one station you know them all.
7. Drive Thru not trained at all.
8. Too much time of Fries and not enough on Window and Drive Thru